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ABSTRACT

This monograph reports on a project designed to help teachers use Erik Erikson's concept of ego psychology as a framework to help students with school-related difficulties. It was hypothesized that a full understanding of the growth patterns of students, their orientation to their social (school and family) environment, and the development of their egos and self-concept, would enable teachers to approach underachieving students in an effective way. The assumption is made that there is a significant relationship between the teacher's psychological health and teaching effectiveness. Three variables were established to measure the participating teachers' self-evaluation: acceptance of themselves, acceptance of others, and the flexibility of their responses to students. The report is divided into five chapters: (1) In the first chapter general issues and a broad outline of the project are presented; (2) The second chapter describes the planning and evaluation of the workshop for teachers participating in the project; (3) Chapter three discusses the implementation of the project, the schedule and direction of supervision of participating teachers, and an evaluation of that supervision; (4) In the fourth chapter two case studies are presented, illustrating the methods of interaction used by the teachers and the reactions of the selected underachieveing students; (5) The final chapter contains an evaluation of the teacher participants and the resulting academic achievement of the students. It was concluded that by broadening their own self-knowledge and impartially examining their classroom behavior, teachers were better able to help students achieve a more positive adaptation to their social environment and improve their academic performance. (JD)

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"They're Listening"

A REPORT ON A PSYCHOSOCIAL APPROACH TO TEACHING

U.S. DEPARTMENT OF HEALTH,
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THEY'RE LISTENING

A report on an experimental project to instruct teachers in understanding and employing a psychosocial framework based on the work on Erik Erikson and ego psychology.

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March 1976

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PREFACE

We are convinced teachers can do a far better job than they are now doing. More to the point, many teachers are trying. But they are seriously handicapped. From our experience they lack the understandings and skills to do much on their own. That is why, in large part, such teachers return to do graduate study. They report that their initial education and training did not give them the basis upon which to effectively solve the problems they were to encounter as teachers. Our observations would confirm these reports.

The challenge was unavoidable. Suppose we were to systematically and intensively train teachers to understand and employ a psychosocial framework in their relationships with their students would this result in positive and valued outcomes? We believed it would. We had found Erikson's psychosocial theory helpful in our own work and it seemed only reasonable it would be of great help to teachers. Our aim was to help teachers develop a working knowledge of ego psychology as a framework which would provide them with the means to help students with school-related difficulties. The objective was to test the idea that teachers could be more effective, given such a framework.

The idea was structured as an action research study. The Neenah Joint School District became a partner in the Project and the study was underway. The monograph is a report of that Project.

We would like the report read from cover to cover. That is the only way the reader can fully comprehend the several components of the

Project. We realize, however, that the report is very long and for some readers to read the entire document would be out of the question. There are parts which will give the reader an overview of the Project. For those readers who do not have the time for a complete reading we would propose Chapter One which gives an overview, Chapter Four which gives two sketches of how teachers worked with students, and Parts Five and Six of Chapter Five which summarize the results and presents some conclusions.

We have tried to share with our readers the many understandings and insights we have gained from being part of the Project. There is a persistent desire in most of us to distill an extended experience by selecting a unique incident which serves to recall the total set of experiences. Such an incident appears to catch the flavor of the whole past situation. From remembering this small aspect the whole situation flows before us from our memory. There is one such segment in our Project that does this for us. It recaptures the thrust of our thousands of interactions and the heart of our aspirations. At the close of the Spring semester we interviewed every student individually. One twelfth grader had been sharing her perceptions about her experiences in the Project. Towards the end of the interview she was asked what was one important relationship she now saw with her teachers. Her face lit up and she almost exploded — "That's easy to answer — they're listening!"

ACKNOWLEDGMENTS

There are many people who should be listed in a set of acknowledgments. Without the support of Dr. James Cole the Project would not have been conducted at Neenah. We owe him a special debt of graditude for the countless kindnesses he showed us and the encouragement as well as the solid support he extended to us. Mrs. Jean Casey and Mr. Stephen Udvari among many other kind people at Neenah helped us in ways too numerous to mention. Dean Palmer of the School of Education gave support and encouragement to our efforts. Our own office staff, Mrs. Joyce Kemper, Mrs. Pat Sullivan and Ms. Karen Costello worked often over and above their regular duties to produce the report. Helen Steeves, Margaret Rathert, John Fiss and Royce Wade gave their services unselfishly. It is difficult to see the teachers at Neenah and their students other than as members of the Project. Yet the Project would not have been possible without their help and cooperation. They are the Project but all of us are in their debt for the commitment and effort they gave to us all in the study of better teacher-student relationships.

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CHAPTER ONE

INTRODUCTION

In the simplest terms, the monograph is a report on an in-service program in which teachers encountered, learned and applied a system of viewing human interaction based on ego psychology. The statement is accurate but it leaves much unexplained. It does not recount the years of research work that preceded the project. It fails to share the problems faced in trying to explain the values of the project to teachers and administrators. It does not convey the excitement of our work with teachers who developed responsive awareness and discriminiating insights into human relations. It does not describe the rewards of seeing teachers helping children in ways they both did not appear to have known existed.

We will try to tell you about our experiences, not only in terms of what they meant for everyone involved but more importantly what we think they mean for teacher education.

* * * * *

PROBLEMS FACED IN HAVING THE PROJECT ACCEPTED

"Look at the parking lot, there's hardly any cars left." The principal leaned back in his simulated leather chair and looked at me as if I must now verify his statement. I got up, walked over to the window and looked out. The parking lot which had been allocated to teachers was, as he stated almost entirely empty, yet it was only a few minutes past four. A woman huddling herself against the cold November winds pressed towards a car standing alone in the middle of the parking lot. I turned back and caught the principal's eye. My expression must have conveyed to him the acknowledgement of his assertion. "And they call themselves professionals. There's hardly a damn one of them that will stay 'til five except under pressure."

When we were exploring the possibilities of carrying out the project with school districts, we were not unaware of the critical attitudes that existed towards teachers as shown by this administrator. Some readers will propose that the conditions the principal describes may be largely of his own making. Yet it would be something less than objective were we to dismiss his observations as blind criticism. The principal is not alone, as anyone who reads newspapers and current magazines could tell you.[1] It is difficult not to be aware of the criticisms of the teaching profession. The principal's questioning of his teachers' commitment to self-improvement as professionals clearly highlights a central issue. His limited observation is supported, however, by sociological studies. Some sociologists seriously question the professional status of elementary and secondary school teachers.[2]

It was not our initial intent to become immeshed in the professional status issue. The goal of the project was to help teachers develop competencies. In more specific terms, we had set up a program for teachers through which they would come to understand and to make use of a psychosocial framework. The framework would serve as the basis from which teachers would help students face and resolve problems which were interfering with their schooling. We saw the professional status issue only in the narrow perspective of the teachers' competencies. We did not see the project dealing with the questions of professional commitment, responsibility and autonomy.

Constructive resolutions of these issues are complicated and time-consuming. Yet we quickly learned that no in-service program can ignore them if it is ever to get off the ground, not to mention its possibilities for success. The issues of commitment, responsibility, autonomy and competency must be put into a definable context. For example, if our project were to be accepted, teachers would have to stay after school hours and put time in on various tasks that is not routinely required of them. Whether we wanted to or not we could not avoid the type of concern the principal raised with us earlier. *Why do teachers appear to resist staying after school hours to work on self-improvement projects?* Although the question is very germane, it serves more to highlight the broader issue of professional behavior.

There is a practical reason to first examine possible answers to the question raised above. We had to address ourselves to the question because we found that administrators started from the premise of the teachers' resistance. Administrators had to be shown that there was a good chance that their teachers would put in the extra time and effort the project would require. It became necessary to answer their questions and apprehensions. Although we were initially motivated to overcome the ambivalence of administrators, we quickly discovered that our goal of helping teachers raise their levels of competency was very much a part of the very concerns voiced by administrators. We quickly learned that re-examining the issue of professional performance helped us in two ways. It did help us to discuss the administrators' concerns in a more informed manner, but more important, the aims of the project were more clearly viewed in the broader context of teacher education.

What are the conditions that can be reasonably linked to the broad issue of professional performance? To fully document the conditions is obviously beyond the scope of the report. They will be identified, however, in order to construct the mosaic of factors and conditions that have come to make up the teaching scene that any proposed in-service program faces.

There is the married woman teacher who has to hurry home to make sure her children have arrived safely home from their school. She then faces the ever present tasks of preparing meals and of doing housework. She has returned to teaching more often than not because she thoroughly enjoys it but nevertheless finds it difficult to stay for special meetings. Her other obligations demand that she leave as soon as possible otherwise she could not accept the teaching position. Our society has done very little, as yet, for the working mother in order that she can more adequately devote her time to the demands of her vocation.

Men teachers frequently have another job in order to augment their salaries.

The social structure of the school is generally not conducive to a free flow of ideas and helping relationships. Unmarried teachers are seldom included in the social life of the married staff. Within the school itself the classroom is still held as the teacher's own domain. Visits by administrative staff are suspect and are still often viewed as an invasion of territory. Most staff meetings are experienced at one extreme as being a waste of time, and at the other a bare conflict of power. In-service days are mandated and attendance is taken, a comment that needs no explanation. There is near panic in late August when teachers discover texts and workbooks have not arrived. It is an admitted fact of life for some teachers that it is a real problem to arise every weekday morning knowing that they must face the hostility of young people. Add to that the non-supportive supervisory staff and the distantiation of relationships with colleagues and it then becomes a question of how long can any form of sanity be maintained.

Statistics can be cited as well. In the array of facts and figures about teachers there are some significant conditions which should be noted. Among the salient facts is that only 16 percent of women teachers have uninterrupted careers in teaching. Although some women do return, their numbers are small. As for men, only 29 percent of beginning men teachers remain as teachers throughout their working years. An extensive survey reported that teachers worked a mean of 47.4 hours weekly and a median of 46.5 hours on all duties in any way connected with their teaching. The report revealed teachers spend little time reading professional literature.[3]

It would be possible to conclude that there is a lack of enthusiasm for teaching from the above statistics. Yet one condition that must be reported is the enthusiasm of those young people in teacher training. The vast majority of young people who come into teaching have as one of their basic motives the desire to help others. They enjoy working with people. If the administrators are correct that there is little enthusiasm on the part of their teachers for self-improvement, then the more constructive question would be: What has happened to the initial enthusiasm and commitment that characterizes the young people who come into teaching?

Some teachers would dismiss much of this enthusiasm and commitment as reflecting immaturity. Their statement would run something as follows:

"Many of us were like that when we were student teachers but it isn't until you get into the real world that you learn you can't do all those great things because the kids ruin it, the parents are suspicious and principals don't want change." There is sufficient evidence to support such charges that they cannot be dismissed out of hand. We need to bear in mind that a description of a situation although it may contain the reason is not by itself an explanation.

Many of the conditions that account for what we see happening in our schools arise within the school. But not all the schools' problems can be so constricted and defined. Some of the problems schools face must be resolved in the context of the larger community. They range from economic considerations to curricular confrontations. It is almost unnecessary to point out that there is no other professional group that is as influenced by and sensitive to community pressures.

AN IN-SERVICE PROJECT, NOT A PANACEA

Our examination has not exhausted the conditions that affect the professional performance of teachers. There are others, such as recruitment, which have not been examined here.[4] Yet, what has been spoken to does particularize some of the many factors operating in the situation. What we have learned from this brief analysis is that it is naive to conclude, as did the principal earlier, that lack of involvement was due to the lack of professional commitment. This may not only be too simplistic but a gross misrepresentation. We should be suspicious of any one explanation that attempts to account for the conditions we find in the teaching profession today. For example, higher salaries may contribute to improving the willingness to give more time but in itself it does not insure better teaching.

The situation is complicated because the conditions are complex and interactive. All this is not meant to convey the idea that we should throw up our hands and attempt nothing. What it does mean is that if we select one set of conditions to work on, we should not expect to have, thereby, developed a panacea for all problems.

One should, of course, realize this, you may say. But there is an expectation, sometimes not too veiled, that panaceas are precisely what is being sought. There have been individuals and groups who have taken advantage of this fantasy. Experts have been flown in from California, New York and elsewhere to present "vital and timely" workshops on the most recent innovations sweeping the "educational scene.' The attitude can also be seen in the "slogan game" in which administrators find themselves entangled. "Accountability is a community's right." "A school system that is not involved in change is out of step with a changing society." It should be noted in passing the effects these advertised panaceas frequently have on teachers. The teachers' sense of being manipulated grows and the distantiation and hostility between teachers and administrators become greater and more open. There is a solution to such problems. The educational programs can be strictly formulated into curricular packages which leaves little need for individual decision-making, development of unique materials and the personal exercise of autonomy. This may be what some administrators and teachers are looking for and want. The para-professional role that such arrangements create has at least one great advantage. It offers a way to live with professional demands by reducing direct responsibilities for them. It is not unreasonable to conclude that this may be one of the basic reasons why administrators and teachers look for panaceas.

Earlier we stated that we proposed the project because we believed it could raise the competency levels of teachers. The project was never viewed or proposed as a panacea. The program we offered could, we argued, raise teachers' competencies but it was by no means a panacea for the many problems facing teaching. We were certain that this position both attracted and confused administrators. It is not unusual when situations become very complicated and complex to seek powerful and simple solutions. The powerful and simple frequently become drastic and destructive. We attempted to make clear to administrators that our program must be viewed as only one plan to meet the needs of providing better education. In these days of over-advertising the product, we believed we were sometimes viewed as either very naive or as being uncertain of our own proposal.

PROFESSIONAL TRAINING A PERSISTENT PROBLEM

There was another dimension to the situation which was alluded to by some administrators, but only on one occasion was directly faced.

We had been ushered into a small board room. The oval black walnut table sat in the middle of the room surrounded by green leather covered arm chairs. The drapes were partly closed and the drawn shutters broke up the bright afternoon sunlight. Coffee was served in paper cups. The senior administrator invited us to begin. The aims, program, schedule and costs were specified. Questions were raised and answered. After some time spent in this manner the senior administrator leaned forward on the table and began to address us in a slow and deliberate manner. "I am in agreement with you. Raising the level of education we can deliver is complex and complicated. If you don't mind me saying so, perhaps more complex and complicated than you university folks know. I also agree with you that competency is probably one if not the key issue." The superintendent paused at this point and appeared to be measuring us for his next point.

"You realize of course whether a teacher is competent or not is a matter of how well the teacher has been trained. That is your job or at least that is what I have always thought to be the university's job." The implication was unmistakeably clear. Having failed once were we now proposing to try again?

There is unquestionably some hostility towards the university which arises from various factors not all of which are either justifiable or even reasonable. But we should not be in a hurry to dismiss the superintendent's remarks as a hostile attack rooted in some form of professional backbitting. Let us put ourselves in his place. He hires a beginning teacher from a certified program in teacher education. He has every right to assume that she is qualified to teach. That is to say, she knows the content she is to teach, she has a working knowledge of curriculum construction and instructional methods and she is knowledgeable about the age group that she has selected to teach. Yet, in fact, this is not what is generally expected. The expectation appears to be much lower. It it a recognized operational policy accepted by most superintendents and principals that the teachers' first year is considered satisfactory if the beginning teacher survives it without too many disruptive situations either in the school or the community.

Superintendents and principals are not alone in their criticisms of teacher training institutions. We believe it would be in everyone's best interest to examine these criticisms as they may contain significant insights to significant improvements of teacher education. At the very least such an examination may provide the needed exchange of ideas between public school people and those who are involved in training teachers. But there was another immediate reason. We were involved in trying to get administrators to see the value of our project. Thus it was necessary for us to examine the issue in order to acknowledge the failures of training programs and to show where the project could correct some of the failures.

The criticisms James Koerner expressed in his book The Miseducation of American Teachers is representative.[5] His major thesis is that most beginning teachers are ill-prepared to teach and this is essentially the fault of teacher training institutions. This is very disturbing but not a novel statement, and that in itself makes the assertion even more disturbing.[6] Recruitment, professional programs, courses and performance have been empirically examined by a number of qualified persons over the last forty years. Studies have shown that prospective teachers score lower on intelligence and problem-solving tests than students who enroll in engineering, law, medicine and liberal studies.[7] Courses in education are believed to be among the easiest to obtain a high grade in and are less demanding both in terms of requirements and difficulty of readings. The courses for teachers are described as "vague, insipid, time-wasting adumbrations of the obvious, and probably irrelevant to academic teaching."[8]

It is this latter criticism which is most relevant to the project described here.

Our experience corroborates the statements of other authorities that the vast majority of teachers cannot systematically describe any one theoretical framework of human learning. Teachers have an inadequate understanding of human development, even of those studies that speak directly to the development of the ages of children for whom the teachers have responsibility. Our survey of required courses for teacher education revealed that courses on personality and small groups are not required. Certainly it should be unnecessary at this point in the history of teacher education to have to argue for the value of such knowledge. The issue goes beyond the knowledge of these subject areas. The aim of teacher education programs should be more than the mere knowledge of human learning, development, personality formation and the function of small groups but should require that teachers be able to make use of such knowledge in educational transactions. It is basic common sense that the practice of any profession demands the ability to apply the subject content of the profession with understanding and effectiveness. We must face up to such questions as: If a majority of teachers cannot even explain any learning theory, then on what grounds can teacher-training institutions justify their existence?

CONCEPTUAL FRAMEWORKS AND TEACHER EDUCATION

This report is not an examination of teacher training institutions or programs. The brief statement on teacher training developed as we examined the issue of professional status of teachers. In turn the professional status issue was put in center stage by the questions that were raised by several administrators. They questioned whether teachers have sufficient professional commitment to become actively involved in thier own professional growth. The pursuit of this question revealed many forces and conditions which, if not acting as barriers, were instrumental in discouraging teachers from becoming involved in professional growth. The further we pursued the subject the more it became apparent that many of the difficulties associated with professional commitment could be traced to the professional preparation of teachers.

Most new teachers are unable to understand and develop appropriate solutions to the many learning difficulties students face. Why is it that Nancy cannot see the relationship between decimals and percentages? The book clearly explains it and I have gone over it twice with her today. Why does Peter become more disruptive when I try to be kind to him? I want to help him but he won't take my help. Perhaps he should be with another teacher. Why is my reading group easier to work with than my arithmetic group? I have always enjoyed math myself. It must be the make-up of the two groups. I wonder whether it is Jan and Rick who are disrupting the group? Why is Betty so remote and unfriendly to almost everyone? Why does Mike make a point of trying to embarrass me in front of other teachers? It almost always is men teachers, could he dislike women teachers? Why is it that I can't get Dave interested in our science projects? I know he does many things at home, building model airplances, re-building lawn mowers? Perhaps he just doesn't like school. Teachers have told us on many occasions that when they have tried to relate these questions back to the courses in college they come up with nothing or very little. Some teachers believe it is not only useless but better not to try. "We got through the course because we had to. When we got out into teaching we found that we had forgotten practically everything. The only course which helped us was practice teaching."

Why does their training fail them?

There are some educators who suggest that student teachers are not sufficiently mature to meet the demands that are placed upon them. The statement is made that (at least in certain programs) a functional set of frameworks is presented to teachers-in-training but they are unable to fully grasp the significance and utility of these frameworks. These young people are very much caught up in their own lives and very frequently are unable to relate ideas to broader contexts. There is evidence elsewhere to support this. Boyd and Koskela in a study of ego-stage development found that the ego-stage of Identity versus Role Diffusion characterized most juniors and seniors.[9] Their finding suggests that university students may be more involved in resolving their own systems of values and occupational roles then seeing themselves helping others with such problems. Perhaps teachers should be certified only at a more advanced level of education and maturity. This may be a better thing to do but this line of thinking in large part misses the point. What must be examined is the type and extensiveness of the training that is now the structured program in teacher education.

Although the number of credit hours of study does not in itself explain the lack of professional competencies in the core professional courses it should not be overlooked as a major contributing factor to the teachers inability to meet the demands of the tasks they face. Most programs have no more than 3 to 6 credit hours on learning and human development. Few programs require courses on personality development and formation. Courses in group dynamics are rarely required although almost all instructional transactions occur in groups. There are methods courses, usually one in each of the foundation content areas.[10] In Elementary Education these may total between 12 to 20 credits. In Secondary Education they seldom total more than 12 credit hours in method courses. Contrast these limited numbers of credit hours over against the number of credit hours a history teacher takes from the history department. It is not uncommon for a secondary social studies teacher to have some 37 credit hours in history.

We do not want to be in the position of defending a program upon the basis of the amount of time one puts in on courses. That is not our point. The point is that there is inescapable evidence that teachers are not trained to an acceptable professional level before they are certified. The situation can be stated in very strong terms. Teachers are not thoroughly trained in the understanding and application of theoretical frameworks. Such frameworks would provide the conceptual and instrumental structures upon which to propose testable conjectures and upon which to set out a program of action. More specifically, the whole approach of training teachers to master applicable theoretical frameworks and insisting on a rigorous testing of their contributions, in simulated and actual settings, has not been the type of education applied to the basic programs in teacher education. Teachers have not been required to learn how to analyze learning difficulties systematically nor to construct situations based on a learning theory. Teachers have not been required generally to learn and to apply a given psychosocial framework to learning difficulties. Only in the most limited way have they been taught how to diagnose problems students may be experiencing in learning. Microteaching experiences may be a step in the right direction but the analyses do not reflect a thoughtful application of a thoroughgoing framework. The analyses are generally eclectic and pedestrian. What is frequently presented is advice based upon experience. As good as this may often be it does not provide the comprehensive and conceptual perspectives that should be the basic components of any professional training.

We are well aware that some authorities do not accept the position that there is a body of knowledge upon which teachers could develop professional competencies. The argument is more that we simply do not know enough about learning, instruction, human development, personality formation and group dynamics. This argument is difficult to accept in the face of the existing literature. The question centers on what is meant by "know enough." If by "know enough" it is meant the conviction of clearly tested conjectures then we may agree that much of our knowledge is not at this level. But to assume that the knowledge we do have does not form a body of professional practice because it does not meet the requirements of unquestioned, empirically tested principles or laws, is to deny the knowledge base of all professions. Such an extreme position could not be viewed as acceptable by any modern scientist. Our knowledge is never certain and any empirical principle is always questionable. But we must not loose sight of the basic point. There is a large scientific literature on human development, learning, personality formation and on small groups, and much of this literature is most relevant to the tasks and problems of education. The issue is not whether there exists pertinent bodies of knowledge but why is there no comprehensive delivery system for these bodies of knowledge in the professional education of teachers.

There is another side to the issue. Some professors of education would readily agree that there is much useful knowledge. For them the problem is not the existence of such knowledge but its very size. It is their argument that the extent of available knowledge creates a fundamental problem for teacher training programs. What can be reasonably included and responsibly left out. They link knowledge and competencies by establishing through observations the qualities a "good" or "master" teacher should possess. Their position can be presented in the following manner. There are a large number of competencies that have been associated with good teaching. To establish a program that would incorporate all this knowledge and to develop the associated skills would prolong the formal years of training unreasonably. There are only so many credit hours designated in a baccalaureate degree for education. Their solution is generally to make the program as "practical" as is possible. Practical in most cases turns out to be the recounting of personal methods gained from experience which seemed to have worked for those who are busy dispensing the advice.

There are some programs in teacher education which build a list of competencies based on studies of superior teachers. The list is very revealing. Examining only a small segment of the list of competencies shows the extent and mix of these competencies.

Know his subject
Be adaptable to new knowledge
Understand the process of becoming
Be available
Have personal security
Be creative

This is obviously to some in education a very logical way to construct a teacher education program. Study the successful product and model all others in that mold. This would seem to substantiate the views of some educational observers that the industrial mentality has its counterparts in education.

It is very possible that the movement in teacher education attempting to rid professional training programs of the competency-countability orientation threw the baby out with the bathwater. It is one thing to reject product-model-mold sequence training and quite another matter to propose a program structured upon the development of basic competencies demanded in the role of teaching. This appears so simple and reasonable that it is difficult to see how we can continue to miss the message. If teachers are employed to help students learn then it must follow that teachers should know how learning occurs. There is no question that if teachers are to teach algebra they must understand the algebra they are responsible to teach. This does not seem to be difficult for most teacher training programs to accept. Most institutions make sure teachers have successfully passed the required courses in mathematics if mathematics is to be their subject specialty. But this attitude does not carry over to professional education competencies. Does it not follow that if teachers are employed to help students learn, teachers should have a firm understanding of how learning occurs? It is not uncommon to listen to an informed and comprehensive explanations of the rise of American industrialism from a high school social studies teacher. It is rare indeed to hear from any teacher an informed and comprehensive explanation of how learning occurs.

We return to our central premise which is, that the inadequate professional programs for teachers are one if not the major factor in the sense of inadequacy and even incompetency teachers feel about their performances. It has been our observation that this sense of inadequacy contributes directly to a willingness to surrender autonomy to others (principals, curricular committees, commercial materials) and to restrict one's psychic involvement which for some teachers appears to offer the sole means for survival. This solution, however, is frequently read as lack of commitment by the administration and the public. Our proposal was not to attack the symptoms. Commitment and autonomy are not the core problems. The central problem as we saw it was the teachers' levels of competencies as professional workers.

THE AIMS AND DESIGN OF THE PROJECT

Our plan was to educate and train teachers to understand and make use of a psychosocial framework. The program was carried out during a three week summer session and through the following school year. Erik Erikson's writings served as the principal conceptual materials. The psychosocial framework was ego psychology. The in-service program was designed in the structure of an action research study. Although a full account of the project is set forth in the chapters which follow, we offer an outline of the project at this time both as an introduction and as an overview.

The three week summer workshop which was held both morning and afternoon was structured to achieve certain goals. The teachers were introduced to ego psychology. Most had some vague ideas about it but none had a systematic knowledge of it. Following the introduction the participants were helped to develop the competencies to identify and specify the unique specifications of each ego-stage in the epigenetic theory of development. The teachers' ability reached a level of performance at which when given a common verbal statement (a statement made during a conversation) the teacher could identify and code the psychosocial content (ego-stage content). When this performance level was obtained, the participants began to analyze case studies. The analyses were based on the application of the ego-stage framework. They learned to identify and support their analyses.

In the Fall semester each teacher selected two intellectually normal students who were underachievers and not infrequently in serious difficulties. The teachers' tasks were to identify the psychosocial aspects of the problems the students were experiencing and to work out some forms of treatment by which the students could more productively (adaptively) handle the problems. During this period we worked with the teachers on a one day per week schedule. Our position was that such supervision was necessary during this period in order to firmly establish their competencies.

The teachers were entirely on their own during the second semester. They continued to work with the two students they had selected to work with in the Fall semester and now added two new students. The teachers received no help from us during the second semester. They were completely left to their own resources. This plan was proposed as a means by which to determine whether there had been developed a sufficient competency level. Could (and would) the teachers make use of their learnings without outside help, support and supervision?

Various types of data were collected to test the possible impact of the project. These included instruments on self-perception, understanding of the content, school achievement records on students, interview data, students' work products and anecdotal notes made by teachers and project staff. Our intention was to test empirically for change which may be related to the impact of the project. The data gathering procedures and results are reported in the fifth chapter.

We will be dealing with our findings in subsequent chapters, yet not to share with the reader certain of our major findings would seem a serious omission in an overview. First, the teachers with whom we worked were able to correctly identify and code in ego-stage categories statements taken from conversations. Those teachers who remained as participants in the project demonstrated their ability to analyze case study materials from the point of view of ego-stage development. In most cases they were able to do this also with the students they selected to help. Several but not all teachers could and did develop ways to help their students within the context of ego-stage development. Empirical findings on certain key personality variables showed a significant change in a positive direction. Many other pieces of data were encouraging. These included interviews with teachers, students, and administrators, conferences with and anecdotal notes on students, and their achievements in school work.

The results were as encouraging as we had hoped and more than a pilot study such as ours could have reasonably expected.

THREE QUESTIONS

There may be a host of questions our readers may have which have not been adequately answered as yet. If such is the case we hope that the material in the chapters which follow will provide answers. In sharing the draft of our report with others we were made aware of three issues we have not directly spoken to. They are central issues and require an answer. We have set out the three issues as questions. We will first pose them and then attempt to answer them.

1. Why did we select ego psychology to serve as our framework?
2. Suppose we grant that Erikson's epigentic theory can provide the basis for the analysis of ego-stage development, can it be used prescriptively?
3. If treatments can be proposed how are the unique qualities of teachers and teaching styles taken into account?

We will examine these questions in that order.

WHY EGO PSYCHOLOGY

Why did we select ego psychology to serve as our framework? In one sense the question is inappropriate. It presupposes a sequence of events which was, in fact, the reverse of what the question assumes to be the case. The beginning phases of our work did not start with the idea of helping teachers to develop their professional competencies. We started from the base of having worked for several years on the ideas and conjectures growing out of ego psychology and particularly the works of Erikson, Hartmann and Bion. Our work at the university was of a more experimental nature than of a direct application orientation. Although we felt our studies had only begun to reveal significant findings we began to learn about the possibilities of our explorations through our work with teachers who had returned to do graduate study. The more we involved these teachers as participants in our studies the more we became aware of the ways our studies and the conceptualizations of Erikson and other psychoanalytic ego psychologists could be of significant value in educational settings. We also became painfully aware of the inadequate training teachers received in analyzing the psychosocial development of their students. We came to believe that were teachers to have such knowledge and the accompanying skills they would be able to more intelligently help their students. We began to systematically explore with these teachers through graduate study various means of utilizing our studies and ego psychology. The response from these teachers was enlightening and encouraging. It was not a long step to the proposing of a plan by which to test our ideas and materials in actual school settings.

There is still the question: Why ego psychology and not some one of a number of other theories? The question is central and should have an answer. The problem is, of course, that to adequately answer it requires systematic development of several cardinal propositions on how we see the person and what constitutes scientific explanation. These issues are far beyond the scope of this report. The reader should not be too hasty to conclude that we will avoid such a difficult task by dismissing any discussion of these issues as being outside the subject of the report. That is not our stance. We will attempt to give an explanation why we have devoted many years to the psychoanalytic framework and leave to others a more thorough defense of this theory. We will be brief not from superficiality but because we believe a general orientation is sufficient.

Human behavior must be viewed not from one perspective but several. This is necessary because no one perspective could possibly account for the many facets of human behavior. Perhaps David Rapaport more clearly than any other student of psychoanalytic thought has presented its metapsychological points of view. We have used his work as a guide to our discussion.[11]

An individual's life is characterized by developmental phases or stages. It seems unnecessary at this time to argue the existence of epigenetic stages. Corroborative evidence of their existence far outweighs any lingering doubts that may be expressed concerning their existence. The realization of changing concerns at different ages is fundamental to any theory of human behavior and growth.

It is only of historical value to re-examine the question of nature or nurture as to which is the prime motive force. Both are seen by all recognized modern psychologies as interactive. In ego psychology drives are viewed as the nature dimension. It is essential to study their determining influence in the course of human transactions.

The nurture dimension must also be recognized. Individuals do become socialized to a given society and culture. There are customs, beliefs, norms and mores which act to influence behavior. It is the nature of the human being to look for his identity within the structure of the ideology in which he has been nurtured. This is the case even for the person who struggles against his cultural environment. His identity is defined in the negation of the nurturing structures.

The integral relationships of nature and nurture alert us to two other basic points of view, namely the holistic and organismic. The holistic perspective may allow for the examination of one aspect of a given event but it would hold the observer to the position that that aspect is only one component of the total event. Every behavior is overdetermined. We reject the explanation that asserts a person did something *solely* because of a given influence. The organismic point of view complements this interpretation. An explanation must account for a given behavior within the framework of a total personality. The explanation, like a piece in a jig-saw, must fit into the workings of the total personality.

It is necessary for individuals to adapt not only to the demands of their own being but to the environment in which they find themselves. Psychoanalytic theory takes the position that the human being is potentially preadaptive. That is to say, an individual has the capacities to adapt to a series of average expectable environments of which he himself is an active participant. (Adaptation is not intended to have the narrow and social restricted meaning of adjustment.) Adaptation is a continuous life process. Although the physical environment has sizeable input, adaptation is structured in essentially psychosocial terms and reality comes to be understood in an intersubjective context. This point of view is reflected in few other theories of human behavior.

The idea of the unconscious is a powerful conceptualization. It provides answers to questions about human motives which would remain unanswered without it. There appears to be no other theoretical system that can so clearly account for what, on first appearances, may seem conflictual and unrelateable behavioral responses. Add to the unconscious the systems preconscious and conscious, and there then exists the means to explain such variant behaviors as "slips of the tongue" to psychosomatic illnesses.

Finally, there is the structural point of view. Here we speak of the ego, superego and id. The relationship of these structures to the systems conscious, preconscious and unconscious is complicated and involved. For our purposes it is only necessary to understand how these structures add to the power of ego psychology to explain human behavior. In brief, these conceptual structures were introduced to account for the relative permanence of motivational determiners. That is to say, they could be used to account for personality and character. They served to explain emotional and illogical thinking (primary thinking_ and reality-bound thinking (secondary thinking). It becomes necessary in the study of individual behavior to identify some set of fairly permanent structures in which to bind recognizable behavior patterns.

In summary the dynamic and interdependent relationships of the basic propositions of ego psychology are in the greatest harmony with our observations of human transactions. We accept the psychosocial perspective that behavior is overdetermined, existing at various layers of interrelationships. To affect one aspect of the person is to a greater or lesser extent to affect the whole person. The greater proportion of human motivation is unconscious. Although this is the case the individual does adapt and his ego brings into being reasonable and workable solutions to both the demands which arise within and those which are placed on the person from without. The theory is complex. Its complexity is not due to the failure of specifying cardinal principals. The theory does propose a set of basic propositions. Its complexity lies in the interrelationships of the propositions and that is due not to the lack of rigor in the theory but to the complex nature of the human being and the person's psychosocial transactions.

IS THE FRAMEWORK PRESCRIPTIVE

We will now turn to the second of our questions. There is ample evidence that Erikson's epigenetic theory can be used to analyze where an individual is at in his ego-stage development. It cannot be argued that analysis is one process but the prescription of treatment is quite another thing. Therefore, the question is: Can Erikson's epigenetic theory be used prescriptively? That is to say, once we know what the nature of the psychosocial crisis is, does that knowledge provide the basis for suggesting what can be done to resolve the crisis positively.

We will have to assume that the reader has knowledge of Erikson's epigenetic theory. This knowledge is basic to answering the question raised above. Let us suppose that a young person is at the ego-stage of Ego Identity but is still being troubled by a negative resolution of Industry versus Inferiority. We have been able to firmly document our interpretation. Now the task is to help this student with the psychosocial problem that has been identified. What is there in Erikson's writings that tells us what to do? The simplest answer, of course, is to help him develop a more constructive image of himself as a worker. But what does this mean in terms of a very specific set of instructional procedures (treatments)? Could we employ a behavioral modification schedule? Would we set up a series of conferences to help him develop an awareness of the problem? What precisely does the epigenetic theory propose?

The theory does not specify a precise set of treatment strategies. It does provide, however, a structural view of the problem area and a treatment orientation. These specify the parameters in which we are to work using the theory as our framework. First, it helps us to delineate the difficulty the individual is experiencing. This gives focus to our task. Secondly, the analysis provides the direction the treatment interventions must take. For example, the young person must have opportunities that will help him to reconstruct his view of his identity as a successful and productive worker. Thirdly, the theory prescribes a set of criteria with which any proposed treatment must comply. Among the several criteria, the following four are examples.

> Any proposed treatment must not violate the ego identity development of the individual.

Behavior modification schedules are rejected because among other things they violate the autonomy of the individual. A schedule of behaviors proposed by one individual for another individual cannot be viewed under any circumstances as furthering the second person's autonomy.

> Any proposed treatment must be in harmony with the basic points of view of psychoanalytic theory.

These have been outlined earlier in the chapter. A treatment, for example, which fails to take into account the overdetermined nature of human behavior would be rejected. There is no one cause for any single act.

> Any proposed treatment must take into account the need to gain a conscious awareness of the dynamics of one's own behavior.

It is not sufficient only to provide means to practice alternate forms of behaviors which are more acceptable and productive. The individual must come to comprehend the basis of the difficulty at some level of awareness, otherwise the problem will arise only in a different form. This is not to say that a depth analysis is necessarily required. We took the position that for most young people the level specified by Erikson's epigenetic theory is sufficient for the purpose of developing the required conscious awareness.

> Any proposed treatment must take into account the cluster of related ego-stage crises to the phase specific ego-stage.

If we know the young person is experiencing difficulty with the ego-stage Industry versus Inferiority, we cannot view this in isolation. The phase specific ego-stage is Identity and this makes his problem different than were he in the ego-stage of Intimacy versus Isolation. With other frameworks we may only see the one aspect of the difficulty and fail to see the interrelationships which are part of the larger set of factors. The treatment must be viewed in the gestalt and not in the isolation of the most manifest difficulty the person is obviously experiencing.

THE TEACHER AND TEACHING STYLES

The second question is very much tied to the third question. As you will recall the third question was posed in the following manner: If treatments can be proposed how can the unique qualities of teachers and teaching styles be taken into account? The criteria do not prescribe such definite procedures that individual teaching styles are completely restricted. It is true that the autocratic teacher would be unable to function with the framework we have proposed for this project. But beyond such extreme positions the unique qualities of teachers are not only allowed but required in order to make the idea functional. No two teachers express trusting in an identical manner. Every teacher has his or her own manner of relating to students. It was never our plan to provide teaching recipes. The position we took throughout the entire time of the project was that we could not tell a teacher how to teach. Our position was to help teachers to analyze and then to propose ways to relate to the formulation derived from the analysis. The analysis included not only the student, but themselves and the environments which both shared in common. From this analysis the formulation was developed and this was unique for each set of people-in-environments. Finally they were instructed to see the formulation as a conjecture which was to be tested. The testing in turn would provide further information for subsequent reformulations.

* * * * *

It is difficult to draw this introductory statement to a close because there is a haunting sense that many essential things have not been discussed. That is undoubtedly the case. But our first chapter is only that, an introduction. The chapters which follow should help to clarify what has not been made clear and explain those things we have failed to include in this chapter.

CHAPTER TWO

THE SUMMER WORKSHOP

OVERVIEW

Summer of 1974 marked the beginning of the project. Both a cooperating school district and funding had been found. It had been nearly a year and a half of setting forth the proposal, arguing its merits, phoning, writing and lobbying for funding. Now, in late spring, the realization of the project was before us. Everything was coming together and we were most eager to begin.

There was one new aspect to the summer program that we had not expected when we originally conceived the project. There were some teachers who were interested in only the summer phase of the project and, since the administration was interested in involving as many teachers as they could, we were faced with a problem. We had initially determined that 15 teachers was the maximum number, and that our proposal was a single package consisting first of a training workshop followed by a semester of supervision. Since the school district (and the teachers) very much wanted these other teachers included, we were left with the task of developing a program that would be meaningful for those not going on as well as those who would continue. As we began to look into the problem we soon realized it could be readily handled. Our solutiong was to use the first two weeks of the workshop to introduce the entire group to the framework and its possibilities and then use the final week to prepare only those who were going to continue for the next phase of the project. This arrangement would not only enable the project to move forward as planned but also be able to introduce the framework to a greater number of teachers.

AIMS FOR THE SUMMER WORKSHOP

What did we hope to accomplish during the summer training program? We had several aims. Our main objective, of course, was to help the participants to develop a working knowledge of Erikson's epigenetic theory. One aspect of a working knowledge must certainly involve the ability to identify which ego-stage content was being expressed in a situation. From our research work we knew that it was possible to train individuals to code sentences and sentence fragments into the ego-stage categories. Although it was our plan to help the teachers to develop the ability to identify ego-stage content in the behavior of their students, it was not our plan to have these teachers trained as coders. The competency level that was sought was defined as follows:

1. An ability to write without notes the specifications for each of the first six ego-stages.
2. An ability to classify a statement into an ego-stage category and to provide correct and adequate explanations for the classification.
3. An ability to interrelate the ego-stages showing the epigenetic nature of the framework.
4. An ability to apply the ego-stage framework to the analysis of case studies.
5. An ability to draw up classification charts showing the frequencies of each ego-stage based on the analysis of a case study.

6. An ability to relate the findings based upon the analysis of a case study and to delineate an ordering of ego-stage problems.
7. To develop an awareness of their own ego-stage resolutions and concerns as would be reflected in the ways they relate to case study materials.
8. An ability to think dynamically about human transactions.
9. To develop an awareness of the several points of view employed by psychoanalytic theory.

The understanding we would require was to be more than mechanical. The people we were going to train would have to sense how the theory could be applied to real human beings in all their daily activities, whom they would be transacting with daily. We would want the teachers to be able to apply the theory not only to what the students said, but how they said it, how they moved, how they dressed, etc.

We knew that as the teachers began to understand and learn the theory that they would begin to look at themselves in terms of the theory. Their new insights would quite likely be disturbing if not painful. It was not our intent to create any unnecessary stress or anxiety, but it was our position that it is necessary for an individual to be sensitive and willing to examine his own life before he can give someone else meaningful help. Consequently, one of our aims was to encourage individual self-examination and for that reason we determined to include in the training program activities that would enable this to take place.

To work on the above aim it was essential for us to be very much aware of the atmosphere in the group. Our aim was to help establish an atmosphere that would foster caring, hard work, expression of autonomy and desire to develop competency. This was a large order and we were very aware that the cooperation of everyone was needed. Our aim was built into the pacing of the workshop as well as in the hourly interpersonal transactions. Our plan was to encourage open evaluations, supportive re-appraisals and as much as possible, non-defensive programming examinations. In addition to directing efforts to develop a constructive atmosphere we saw a role for ourselves as modelling the desired relationships. The summer provided an unusual opportunity to work on these group feelings in as much as we would be spending three full weeks with the teachers, and they would not be concerned with any other school related responsibilities.

These were our main aims for the summer. There were in addition a few secondary aims, perhaps not as central to the project, but certainly necessary we felt for a complete training program. For one, although we were not to be too concerned with prescription during the summer we were fairly certain that the teachers would be. We, therefore, had as one of our aims to give some indication as to how the framework could actually be used in helping the underachiever. We believed that those who were only involved in the project during the first two weeks particularly would be frustrated if they were not helped to see the utility of the theory in the everyday situations in school.

It was also our aim to introduce the teachers to some of the instrumentation that has been developed to help us use the theory, in particular, the Self Description Questionnaire.

Another point that concerned us was that of making clear to the teachers the difference between psychoanalysis and the use of psychoanalytic therapy and education, and we wanted them to know beyond a doubt that they would not be practicing theory in education. We wanted to show that there is a difference between therapy and education, and we wanted them to know beyond a doubt that they would not be practicing therapy.

In addition, we wanted to give those teachers who were going to continue into the next phase of the project a sense of what to expect during the autumn, and a good sense of what it would be like to work with us. We wanted them to know it would involve extra work but we hoped to convince them that their labors could result in significant growth for their students, and, (if they read between the lines a little), significant growth for themselves.

In the pages to follow we will describe the plans we made in hopes of achieving the aims outlined above. First there will be a general description of the way the five planning weeks were spent. This will be followed by a day by day description of each activity scheduled for the workshop and a rationale for the use of that activity. This section is presented to show the actual program and to give the evaluation of the program.

GENERAL STATEMENT ON IMPLEMENTATION

In our proposal for the project we realized that some number of weeks would be necessary to prepare for the project, in particular, to prepare for the three week workshop. The final financial arrangements provided us with the five weeks just prior to the workshop to make the necessary preparations. These five weeks did not amount to as much time as was needed. In actuality the two project assistants each worked only 20 hours per week during this period, and the project director put in as much time as he could squeeze between his other and regular responsibilities. The first few days of the preparation period proved to be a time for brainstorming and laying out a tentative schedule to be followed during the planning period. The work for the five weeks fell into five major areas:

1. The development of aims in working terms for the workshop.
2. The gathering of resources and the preparation of materials.

3. The precise scheduling of the workshop activities.
4. The training of ourselves in the use of the materials and the direction of the workshop activities.
5. The identification, collecting and development of data gathering instruments to be used as pre-test and post-test measures.

The fifth area mentioned above dealing with the statistical treatment of the project will be described fully in a later chapter of the report. It was introduced here, and will only be mentioned in other parts of this chapter in order to give the reader a sequential description of the activities that went into the planning and carrying out of the summer workshop.

A timetable of the five weeks (not including time spent on instrumentation) can be found in the appendix. It is the timetable as it was set up during the first two days of the summer. Of course, we did not expect to stick to it rigidly (nor did we), but it did serve as a guide for us and it can give the reader an idea of the distribution of our time as well as a sense of how we felt our time could best be spent.

The project was dependent on every one of the project personnel having a solid understanding of Erikson's epigenetic theory.

We were sure our project could not succeed unless we all were extremely well versed in the eight ego-stage theory. If we were not absolutely confident in our understanding of the basic points of the theory (we say basic points because even after years of working with the theory, another re-reading of Erikson's writings reveals new subtleties that had previously been missed) then there would be no way we could help others learn it. So our preparation for the project really began with a re-preparation of ourselves. We all reread and took notes on parts of Childhood & Society and Identity: Youth and Crisis by Erikson. We discussed these readings and tested our understanding of them. At the same time we began to think about the training of the teachers. What parts of the readings would be most important for them? How much could we expect them to absorb and in how much time? As was stated in our earlier discussion on aims we wanted the teachers to get to a level of competency where they could see their abilities in handling the framework. This we expected would produce a sense of feeling good about themselves in understanding and applying the theory. These ideas were always present in our thinking about the plans for the workshop.

While we were studying the theory we also began to look for other materials. At the top of our list was case study materials. Case studies were to be a large part of our workshop curriculum. We wanted, by the end of the project (not the workshop), the teachers to be able to write case studies of their underachieving students, to be able to analyze these studies, and to be able to make appropriate instructional adjustments to help the student. Since the project for the summer was concerned mainly with the analysis phase we would have to furnish the teachers with case study materials so that they could learn and practice analyses. We began immediately to look for case studies that would be appropriate.

This turned out to be a much more time consuming process than we had anticipated. There are a great many case studies that have been written and which were available to us. When we specified what we wanted in a case study the number of usable sources were reduced drastically. We were looking for case studies of underachievers, students who, for some reason, were not doing as well as could be expected. We wanted studies of students of elementary age through high school age, boys and girls. We wanted what would be considered objective descriptions of the individual's behavior: What the student did. How the student behaved. What the student's interests were. What difficulties the student had, etc. It was also hoped that some statements by the student, interviews with him, and papers he had written could also be included. One thing we didn't want was the writer's opinion or analysis as an integral part of the case study. It wasn't that we didn't consider the writer's opinions as potentially valuable, but obviously we wanted the teachers we were going to train to be able to make their own analysis and draw their own conclusions. In addition to these requirements, we were looking for cases that described different types of learning difficulties. We wanted case studies that would illustrate different ego-stage difficulties. Many hours were spent in search of case studies. Ideal case studies were not found, but we believed, that as a group, the ten case studies we had found would prove to be quite adequate. The cases varied in length from 8 to 23 pages. Some were purely descriptive, some verbatim interviews, and others a combination of both. We knew all could be analyzed, (some with more difficulty than others), and as a group, they contained the variety we were looking for.

While we were searching for the case studies, we began to plan in detail the daily activities for the workshop. We decided upon daily assignments. We discovered or invented exercises, both to facilitate the learning of the theory as well as improve group interaction. Our position was that the teachers would learn not by us telling or explaining but by their active and persistent involvement in work tasks. Certainly we were planning lectures and discussion periods but the heart of the workshop was the idea of their active participation and involvement in work assignments.

After the case studies were found we developed a system for analyzing them which we planned to teach to the participants. A copy of this system can be found in the appendix. The system was developed as we analyzed the cases.

As part of our training it was decided that each of us would "teach" one of our cases (we each were to have three) to a group of graduate students who were familiar with the ego-stage theory. These work sessions were tape recorded, and they provided valuable feedback for us. If there was any aspect of the five week preparation period that could have been dealt with more fully it was this aspect. It was not that we weren't capable of handling the case studies, it was that more practice would have made our individual approaches in the use of the case studies more uniform. We had certainly planned to spend more time practicing with the case studies, but the difficulty we encountered in locating and reproducing suitable case studies reduced the time available for practice.

There were many details which had to be handled. They ranged from mimeographing sufficient copies of every assignment to be given to the teachers to the ordering of books and supplies. Early in our five week planning period we had developed a check list of items and tasks that had to be dealt with. Gradually the items on our list of things to do were checked off. On the Friday just prior to the beginning of the workshop as we neatly packed the materials we had gathered and produced into boxes with each day's materials into separate folders, we were confident that we had done the things that needed to be done and that we were well prepared for the upcoming workshop. This is a good feeling but one that is seldom justified.

THE WORKSHOP SCHEDULE

The following is a day by day description of the workshop as it was planned. Obviously we knew that some changes would be required. Indeed we reserved every afternoon after the conference period to discuss the day's events and consider what was planned for the following day. We first present the program as it was originally planned. This description is then followed by what actually occurred and our evaluation of the program.

Arranging the pages in this order allows the reader to view what was originally scheduled and what actually occurred. In addition the evaluation of each day can be directly related.

The workshop began at 9 o'clock every morning, Monday through Friday. Lunch was scheduled between 12 and 1 o'clock. The afternoon session began at 1 o'clock and went to 3 o'clock. We scheduled a conference period for any teacher who wished one between 3 and 4 o'clock. There was a time scheduled every morning for refreshments which lasted from 10 to 15 minutes. This period was scheduled at different times depending on the tasks for the day but it generally was around 10:30 in the morning. No refreshment period was scheduled in the afternoon

SUNDAY

For obvious reasons it was necessary to get the pre-test data before any of the actual training took place. Therefore the Sunday before the workshop began was reserved for pre-testing. A description of the tests as well as the test schedule is described in a later chapter. We had planned that prior to the testing and as the people came in there would be some time for us all to get together informally. We would give everyone a name tag, and there would be refreshments served as well as time to mingle, talk, and begin to get to know each other. We did want the testing to be absolutely orderly and business-like, but we believed it to be essential that the teachers who did not know us, should have an opportunity to get to know us in an informal social hour. In other words we wanted to convey the message that what we were embarking upon was extremely serious and important for us, but that this seriousness could be attended to in a friendly and caring manner. After all one of our main objectives was concerned with the growth of the teachers, and how could growth be fostered without an element of caring?

WEEK ONE

PROGRAM
MONDAY (1st day) 9:00 a.m. - 12:00 p.m./1:00 p.m. - 3:00 p.m.

The morning of the first day was to deal primarily with orientation. Administrative problems concerning registration, fees, credits, etc. had to be handled. Name tags were to be used. Although the participants on at least two separate occasions had been introduced to the project, and had had at those times opportunities to ask questions about the project, we felt that different participants might have different expectations. We were quite sure that individuals would have various reasons for taking the workshop. In order that we might become aware of the various individual expectations we decided that we would give each teacher an opportunity to express his or her expectations and wishes. This would be done by going around the circle of tables which we would arrange prior to 9 o'clock. We believed that it would be easier for them to express their desires were we not to first share our plans and expectations. Of course we knew quite well what we saw as the purpose of the workshop. Indeed we had planned activities quite carefully with very specific aims in mind (aims in line with the framework of the workshop) and because of this it was highly unlikely that we would radically change our plans. There had been some extensive discussion of our strategy on this matter. From one point of view it was argued that rather than go around the group we should merely explain to the participants what the workshop would be about, what would be expected of them, and let it go at that. But this approach certainly would not be in line with our concern for individual perspectives. We also believed it would be important for participants to voice their expectations so that we would begin to know where the individual participant was coming from. We were quite sure that we would be able to relate the goals of the workshop meaningfully and purposefully to the individual's expectations. Therefore we planned for the sharing of expectations.

Following this activity a coffee period was scheduled. At no time would we use the term "coffee break." The coffee period we saw as an integral part of the program. It would be a time for more relaxed forms of interation. It would not be considered (at least by us) as a break from or an interruption of the learning process. The final activity of the morning would be a lecture and a discussion on the utility of the ego-stage framework. We entitled this part of the program, "Why the framework 'Eight Ages of Man' is useful for teachers." This would be in the form of introductory material. This discussion would not only make more clear what the workshop would be all about, but would also excite and motivate the participants.

After lunch two activities were planned. For the first hour the teachers would be asked to read a case study "The Case of Tim," and without further introduction would be asked to answer the following question: How would you describe Tim's strengths and problems to another teacher who is going to help Tim with his school experiences? This was to be the first of what was to be several readings and work with the "Case of Tim." The teachers' essays would be collected and would later serve as a benchmark to measure any growth that may have occurred during the workshop. Our plan was to have the teachers re-read the case again after two weeks of training and answer the identical question. When they had completed answering the question on this second occasion we would then return their original answers. It was out expectation they would see that without a framework they had little or no structure to their original answer and by the second writing they would make large strides in applying a systematic framework to their thinking. Initially they would be writing in language which had special meaning only to each of them individually. We were confident that in the end this exercise would demonstrate the tremendous power of the framework they were to learn.

The final activity of the day would be the total group looking together at the first page or two of Chapter 7 in Erikson's Childhood and Society. That chapter would be their assignment for the night. We knew that throughout the course of the workshop they would refer to this chapter often. We would read the first two pages over with them to point out not only the need to understand certain key words but more important to acquaint the teachers with the way psychoanalytic theory presents its case. It would not be our intent to insult them (and this would be stated) it was our position that they could use help in reading Erikson.

From 3:00 - 4:00 p.m. of every afternoon during the workshop time would be set aside for individual conferences. The group would be informed of this the first day. Any other time that would be needed would be spent by the staff evaluating the day's work and preparing for the next day.

EVALUATION
MONDAY (1st day)

We had spent the previous day giving the teachers pretests. Although it was a long afternoon for all of us, we did get all of the data and also had opportunities to informally talk with the participants.

All of Monday's activities went quite well and on schedule. In our note for that day we said we felt the day "was nicely spaced and paced," and "that the things we covered were meaningful to the people." During both the morning discussion and the lecture/discussion which followed, ideas relevant to a discussion of Erikson's theory but not specifically relevant to the workshop were brought up. It was our impression following the session that it would have been a good idea to point out to the teachers more specifically that first day, even more forceably than we had, the competencies we hoped would be achieved during the workshop. The many questions they had about ego psychology could be pursued individually and at a later stage during the fall semester.

The morning lecture apparently did raise some concerns for some teachers. They worried about what our supervision during the autumn would be like. Would we be coming in telling them how to run and organize their class? Would we interfere with the activities they had planned? They were told, and this point would be repeated many times during the project, that no one could tell them exactly how to use the framework. Once they had the theory well in mind it was up to them to use the new insights they had about themselves and their students in a way that was consistent with their teaching style and comfortable for them. We told them we would work with them and help them as we could in the use of the framework.

The two activities in the afternoon went very smoothly and on schedule. The teachers took the task of writing their analysis of the case seriously and despite our concern to the contrary, the help in reading was very well received.

Again the day went very well. We accomplished all the things we had planned, we felt we had been well received, and although it was really too early to know, we were quite optimistic about the success of the workshop.

PROGRAM
TUESDAY (2nd day)

We wanted the group members to become at ease with us and with each other as quickly as possible. It was with this in mind that we planned what we called a "trust" exercise for the second day. The instructions that we wrote for ourselves read as follows:

> "Participants will split up into dyads (preferably with someone of the group they are least familiar with) and get acquainted for 10-15 minutes. You will then each take about 5 minutes to share with your partner a significant incident in your life that you believe is not likely to be known by your partner."

We stated "significant incident" because we wanted the participants to be encouraged to invest as much trust in their partner as they could at that time. After the group members (the staff also would participate) had shared with each other, they would be brought together in the full group and each person would tell to the group what they had learned about the person with whom they had talked. In a sense each person would be a reporter. We anticipated that the exercise would take about an hour and a half and that would be followed by the coffee period. After the coffee period the participants would be given the Self Description Questionnaire (S.D.Q.) to fill out. The Self Description Questionnaire is an instrument which has been developed at the University of Wisconsin by Professor Boyd. It is based on the ego-stage epigenetic theory and provides a profile of an individual's current ego-stage development and concerns. We wanted them to take the S.D.Q. before they got very deeply involved with the framework, since an understanding of the framework would certainly influence their responses to the Questionnaire. Although they had read the chapter in Childhood and Society the night before, we did not believe that one reading would greatly contaminate the results of the Questionnaire. It would have been preferable to give the S.D.Q. on the first day of the workshop but it would have been just too much to try to schedule it into the first day. The S.D.Q. would later be used as a learning aid. After the theory had been studied for some time each participant would score his or her own responses. We assumed that the individual would be more motivated to understand the theory if understanding the theory meant that he would have greater personal insight and understanding. Scoring and interpreting their own results would provide such an opportunity for greater self awareness. At the same time as they worked to produce an interpretation they would be developing more understandings of the theory. The activity was thus viewed as providing two advantages. Completing the Questionnaire would conclude that mornings activities.

The afternoon's activities would begin with a reorganization of the whole group into three sub-groups each with a staff member for the purpose of discussing, reviewing, and asking questions about the assignment from the night before. The assignment was the chapter "Eight Ages of Man" from Childhood and Society. The reorganization would be to give everyone as much an opportunity to discuss the subject as would be possible with three staff members.

After discussing the reading for about an hour, the group would be brought together, and each member (excluding staff) would be given one card with a statement on it. The statements were all easily codable into ego-stage categories. Going around the group each person would state what ego-stage he felt his statement represented and why he thought as he did. In our experience, learning to code seems to be one of the best ways to really become familiar with the specifications of the framework. So this exercise was designed to give the teachers an idea of the level of competency that would be expected of them and in addition it would introduce them to a type of activity they would be engaged in throughout the workshop.

The final activity of the day would be to very briefly look again at the case study of Tim (which the teachers had worked with the day before, see Monday), but this time they were to look at it with the theory in mind. We felt that even with just the little theory that they would then have, they would be able to appreciate how it could be used, and it was our hope that this would encourage and excite them. It was our belief that these activities would provide the teachers a fairly firm idea of what type of workshop this was to be.

The reading assignment for the evening would be a paper written by Ilse Hellman in which she shows the role psychoanalytic theory can play in teaching. Besides this reason for having them read the paper, we wanted them to learn to differentiate between psychoanalytic theory and psychoanalysis. The paper does an excellent job in making this point. We knew psychoanalysis and psychoanalytic theory were terms not well understood and we hoped to eliminate as quickly as possible any confusion associated with them. The article had several very practical applications of psychoanalytic theory to teaching. It was for this reason and the reasons given above that we selected and planned to make use of the Hellman paper.

EVALUATION
TUESDAY (2nd day)

This day was a very full day which in retrospect was probably overscheduled. The "trust" exercise in the morning was perhaps the most successful activity of the day. The group took to it and participated in it with great interest. Our purpose for the exercise was to help bring the group together and we felt that their sharings definitely helped us move in this direction. The time we allotted for the exercise was enough, but unexpected administrative matters that had to be handled in the morning set us behind 10 minutes. The other morning activity was the administration of the Self Description Questionnaire. Although nearly an hour was given for it, some people worked up to an hour and a half to complete it. This did not delay the afternoon activities, but it did cut into the lunch hour of those who had to work longer to finish.

Following lunch the participants were reorganized into three subgroups to discuss Chapter 7 in Childhood and Society which had been assigned to them for the night before. Things proceeded differently in the three groups, but the overriding feeling was that there just wasn't enough time. Several parts of the material could only be handled superficially because of the time restraints. Many of the teachers' questions were not answered. Despite our help on the previous day, many of the participants found the reading difficult. It seems that the discussion did, however, clarify some problems and as a result several of the teachers felt a re-reading of the chapter would then be more meaningful. In two of the groups the discussion was begun with an examination of the epignetic chart. It was felt that that was a good way to start because it helped to begin to point out the nature and interrelations of the ego-stages. In the future either more time should be devoted to the discussion or the discussion should be quite limited in scope, perhaps to the extent of only looking at the epignetic chart.

The next activity was in the large group doing the coding exercise. Each participant was given a card to code according to ego-stage. The plan was to go around the group and for each person to code his card and defend that coding. Again we did not have enough time. Several long discussions followed the sharing of the codings that had been made. By the end of the afternoon only six of the teachers had had an opportunity to discuss the coding of their cards. There was not even time for the final scheduled activity which was to relate back to the case of Tim what the teachers had learned that day. It was hoped that time could be found to do that the next day. The discussion on the codings was extremely helpful in pointing out various specifications of the ego-stages. It helped the teachers to become even more aware of the understandings which would be required if they were to make a real use of the theory. At the end of the day one of us summarized the day as follows: "...I think it was a good day and I think people left very stimulated, if a little tired."

PROGRAM
WEDNESDAY (3rd day)

It was always our position that time should be scheduled on the following day to discuss any problems or difficulties that anyone may have had with the evening's assignment. It was very important to us to establish an atmosphere of openness, organization, and continuity. We did not want to leave any dangling ends and we certainly did not want the teachers to feel that we were giving them work to do at home just to keep them busy. We scheduled from 9:00 - 9:30 to discuss the Hellman article which had been assigned the night before. It would be a large group discussion.

At 9:30 the group would again be reorganized into three smaller groups, and from there into dyads. In the dyad the teachers were to be given their first real chance to code statements into ego-stages. Each dyad would be given 9 Q-sort cards for coding into the ego-stage categories. Their answers were to be recorded on a special answer form which was given to them at the same time they received the Q-sort cards (see Appendix). Working together, each dyad would code each of the nine cards into one ego-stage, positive or negative. On the coding sheet they would state the reasons why they coded the statement as they did. We wanted the people to work in dyads for two reasons, (1) to reduce any possible anxiety we felt would be created by the exercise were each person to work alone, and (2) to encourage them to begin to work together and to help each other in understanding the theory. We would ask them to use their book Childhood and Society while doing the exercise, and when stating their reasons for a specific coding refer to a page and line in the book that would give support to their coding. This was a very important point that we wanted to emphasize. In using the theory, any conclusion can and must be justified. We wanted no sloppy reasoning. We would encourage the use of intuition in coding, but we did not want the process to stop there. We wanted intuitive positions to be defended upon the basis of the specifications of the theory.

The dyads were to be given 45 minutes to code the nine cards, and the coffee period would follow. After the coffee period, the three subgroups from which the dyads had been formed would get back together to discuss their codings with one of the members of the staff. We would try to emphasize the points mentioned above, namely, clear reasoning in their codings, and consistent justification of their codings. This discussion would conclude the morning's activities.

After lunch there was scheduled a film entited "Dialogue with Erik Erikson" which was just that. In the film Erikson is questioned by an interviewer about the "Eight Ages of Man" and Erikson answers these questions in relatively clear, everyday language. The film really doesn't contain any more information on the theory than can be obtained from the readings, but we believed that not only would a film be a good change of pace but also it would give the participants a chance to actually see "the man," hear how he speaks, etc. To see the man, even if only in a film we believed, would help make the theory more real and more alive for the participants. The film would run about 35 minutes, and then around 20 minutes would be taken for a large group discussion of it.

The next activity would be a first look at ego-stage specifications. To understand the reasons for our dealing with the specifications as we would, let us look for a moment at the ego-stage coder training process. After reading chapter 7 of Childhood and Society one of the next things a person who is being tained to be an ego-stage coder must do is write from memory five positive and five negative characteristics for each of the eight ego-stages. In the coding manual that the potential coder gets there are lists of these characteristics for him to study. We would not be furnishing the participants with coding manuals nor would we want merely rote memorization of a list of characteristics, therefore we felt it appropriate for each of the participants to develop his or her own list of specifications positive and negative for each of the first six ego-stages. So following the discussion of the film the large group would be introduced to specifications. The teachers would be told just what we meant by specifications and shown how to identify them in Chapter 7 in Childhood and Society. Briefly, specifications describe the possible characteristics an individual may develop during the time a specific ego-stage is phase specific. Specifications also describe the various social, psychological, and physical upsurgings that an individual experiences when a given ego-stage is phase specific. Clearly, to have the participant identify specifications positive and negative for each ego-stage would enhance his or her understanding of the theory.

The last hour of the afternoon would be spent first discussing what was meant by specifications and how to find them, and then working individually with the aid of the staff on finding specifications for ego-stages I, II, and III. The assignment for the evening would be to complete the identification of specifications for ego-stages I, II, and III.

EVALUATION
WEDNESDAY (3rd day)

We all felt that this day also went very well. In the brief discussion of the Hellman article not all the points that could have been brought up were discussed, but we believe it was dealt with sufficiently. Although a discussion format was planned for the reviewing of the article, it became primarily an informal lecture. This created no concern for us or the teachers.

The coding exercise went extremely well. The teachers were able to code and justify their codings at a level of sophistication that delighted us. In the group discussions of the coding almost all problems or mis-codings a dyad had made were easily taken care of. The discussion of the codings in the three small groups was scheduled to go from 10:30 after the coffee period until 12:00. The discussion went so well that at 11:30 we were able to come back to the case of Tim which we didn't have time for the previous day. We were able to show how some of the statements Tim made could be coded. This worked out very well and we believed that it was a better time to come back to the case of Tim than what we had originally planned.

The afternoon's activities went as scheduled without any difficulty. The film with Erikson was fairly well structured and was quite well received. We achieved the aims we had in mind.

Following the film we began looking at ways of identifying specifications for the ego-stages. It was good to have the teachers begin working independently on the specifications because several of them did have difficulty and we were able to help them. The main problem seemed to have been in their conceptualizing their understandings of the material such that they could translate them to a behavioral level.

PROGRAM
THURSDAY (4th day)

For the first twenty minutes of the fourth day there would be a lecture entitled "Major Themes of Erikson's Framework." It would be an introduction to a topic that we would come back to many times in the remaining days of the workshop. Such ideas as what Erikson means by "a sense of," "resolution," "epigenesis," etc. would be discussed fully. These are ideas which we would later refer to as threads, i.e. concepts which in a sense tie the framework into a consistent and coherent package, concepts which run through and are pertinent to all of the ego-stages. To fully understand the framework a person would need to have a good grasp of these ideas, and although our main emphasis at this time in the workshop would be to work with specifications, an introduction to this topic would be worthwhile.

To give the participants a break from the rather intense work of the last couple of days, we planned an activity which we believed could be a lot of fun, and at the same time keep the framework in their minds. It would be a take off on charades only instead of acting out songs, or movies, or books, the charades that the teachers would act out would be key statements from the first part of chapter 7 in Childhood and Society (statements from ego-stages I, II, III). We discussed giving each person a charade to perform, but settled on making groups of 4 or 5 to perform each charade so that (1) no one would feel put on the spot, and (2) the activity could be carried out in about an hour. If time permitted, each group would get a second charade to act out. Of course the rules of the game were that each group should communicate their statement to the others by acting without the use of words. The audience would be allowed to use their books to identify the statements being acted out. The coffee period would follow the charades.

For the remainder of the morning the group would again be reorganized[1] into three smaller groups to discuss with a member of the staff the specifications they had worked on for their evening assignment. Each staff member would have a complete master list of specifications and notes of his own to refer to during the discussion. Again the emphasis would be on an understanding of the concepts as opposed to rote memorization. We would in time want them to be able to list specifications from memory, however, we would not want the memory to be purely mechanical but rather a result of a clear understanding and organization of the theory. If there were time before lunch, the teachers could begin identifying the specifications for ego-stages IV, V, and VI. The completion of these specifications would be their assignment for the evening.

An exercise in coding Q-sort statements was scheduled following lunch. The group would be organized into dyads for the activity. There would be two sets of cards with fifteen cards per set. One member of each dyad would get set 1 and the other member of the dyad would get set 2. The member of the dyad who had set 1 would also receive an answer sheet for the cards in set 2. On the answer sheet was the coding for each statement, and a reference in Childhood & Society supporting each coding. The way the exercise was planned was as follows: Member 1 of the dyad (who had card set 1) would read his first card and tell his partner what he thought was the correct coding, and would give his reasons. Member 2 would check member 1's coding and reasoning using the answer sheet and the references. If member 1 was correct in both coding and reasoning, they would then take up coder 2's coding of his card. In this way they would alternate between being "student" and "instructor." If member 1 was incorrect in either coding or reasoning, member 2 would either ask for further explanation or give member 1 the reference for the correct coding. In all cases they would discuss each coding until they were both satisfied with it, at which time they would go to the next card. The dyads would continue in this manner until all 15 cards in each deck were examined. All the cards in both sets contained statements referring only to ego-stages I, II, or III. The purposes for this exercise were quite similar to the purposes for the previous coding activities, (1) to work with and learn the framework, and (2) to foster cooperation among the members of the group. The exercise was scheduled to last about 1 hour, and it was assumed no discussion of it would be required. The staff members would circulate among the dyads during the hour and give help when it was needed.

After the coding exercise was completed, we planned to give the teachers a short (15 minute) quiz asking them to write down 5 positive and 5 negative specifications for ego-stages I, II, and III. We would not tell them until after the quiz that it would not be collected. Our purpose was not to arouse anxieties. What we did hope to accomplish was: (1) to give each teacher an indication of where he or she was in his or her understanding of the framework, and (2) to give the participants a better indication of our expectations of them.

After the quiz we planned two alternative activities because at the time we did the planning we were uncertain which would be more appropriate.[2] If the relationship we had developed with the participants permitted it, and at the same time there was a need for it, we would have a discussion session regarding the project. Our aim was to give the teachers an opportunity to express any feelings they wanted to share. All of the staff members had had experience in working with small groups, and we knew very well that emotionality if not brought to the surface can greatly obstruct the work of a group. Therefore, if we perceived there to be such a need, and it also seemed to us that it could be constructive, we would bring the group together to discuss the Project. It would follow a quiz where each teacher would have a sense of how he or she was getting along and we felt such a discussion could be quite appropriate. If we felt such a discussion was not needed or would not be constructive, the remaining time would be spent by the teachers working on the specifications for ego-stages IV, V, VI. The assignment for the night would be to complete these specifications.[3]

EVALUATION
THURSDAY (4th day)

This was the first day that some rescheduling became necessary. There were no significant changes in Thursday's work but the length of time required to discuss the specifications for the first three ego-stages caused us to shuffle the schedule a bit for the next couple of days.

The first two activities for the day, the "Major Themes" lecture and the "Charades" exercise went well and as scheduled. We got comments from some of the participants concerning the lecture. They said they liked the summary and found it helpful. The "Charades" were enjoyed by the teachers although they had some difficulty acting out some of the phrases. Each group performed two charades and for the first one we asked that rather than act out the specific words individually they should try to portray the entire statement at once. This did not work out well as the groups had difficulty doing this. The second time around the charades were performed the regular way and it worked out better. We were all amazed at how familiar some of the teachers were with the charade statements which came directly from their reading. Once they knew what the statement was they knew exactly where to find it in the chapter. This indicated to us that they were studying the material very thoroughly.

The discussion of the specifications for the first three ego-stages caused us some difficulty. We were organized into three subgroups and as it turned out each subgroup progressed differently. Whereas one group finished the discussion, another group completed only one ego-stage, and the other group was somewhere in between the other two groups. This happened because there was not a clear understanding among the three leaders as to the basic purpose of the exercise as well as the techniques and tactics to be used by the discussion leaders. The group that covered only the first ego-stage considered each specification they wrote down very carefully and this resulted in a very complete and deliberate examination of the ego-stage. In the group that completed all three ego-stages the concentration on each ego-stage obviously was not as intense. A more general approach which looked more at the major aspects of the three ego-stages was used. At the end of the day we realized that we should have taken more care in outlining for ourselves the basic purpose of that exercise. As was mentioned earlier since many of the teachers had not discussed specifications for all of the first three ego-stages a rescheduling of activities for the next couple of days was required. The extent of the day's rescheduling will be described when we discuss the events of that day.

The rest of the day's activities proceeded as was scheduled. One slight change we did make was that at 11:50 just prior to lunch we came together from the three subgroups just to discuss how things went and to look at each group's work. This discussion was greatly aided by the notes each subgroup had written on large sheets of chart paper. The specifications listed on these sheets were fastened to the walls in our central meeting room for all to view.

Coming back together just before lunch was a helpful decision. It appeared to give us a sense of being together as a total group. The impression was that we would remain as a total learning community concerned with every member's achievement.

There were a couple of problems with the afternoon's dyad coding exercise. Although we believed the instructions to be clear several of the dyads did not alternate roles between each card. After taking up a card for coder 1, they were to then take up the next card for coder 2. In this manner they would be "student" and "instructor" with the alternating cards. Instead some dyads went through a set of cards for one coder before they began to take up the codings for the second coder. We did not believe the exercise to be as effective when done this way for the reason that alternating roles would instruct each member to the needs of each role. Another difficulty we had with this exercise had to do with the references on the answer sheet for the statements to be coded. Certain references were not very clear and this caused a bit of unnecessary confusion for the teachers.

As long as the teachers thought the quiz was to be collected and scored, they worked very hard on it. Once they were told this would not be done, although some finished, several of them stopped working altogether. We found this a bit disappointing and determined that something should be said about this the next day. In discussing their behaviors in our staff meeting at the close of the day we believed that teachers should realize that knowledge should not be learned only at the threat of being tested. We concluded that it would be necessary to take our observations back to the teachers on the following day.

The final activity for the day was to be either a discussion regarding how the Project was going or a study period to work on specifications for ego-stages IV, V, and VI. Although we believed our relationship with the teachers had developed to the extent that we could have a discussion regarding the workshop with them, we felt things were going so well that such a discussion was not necessary. Accordingly, the remaining 30 minutes (the coding exercise ran slightly overtime) in the afternoon after the quiz was used by the teachers to work on specifications. They were also given the option of leaving early and many of them did.

Although from the sounds of the description here it seems that the day did not go well this was really not the case. Perhaps things could have gone more smoothly but the teachers were learning, appeared happy, and appreciated the way the workshop was going and the time and help we were giving them. We, too, felt good about things in general.

PROGRAM
FRIDAY (5th day)

A film was scheduled for the first activity of the morning. It was entitled "Feelings of Hostility." Although somewhat dated, it presented a story in such a way and in enough detail that the framework could be readily applied to it. The film traced the events of a girl's (Clare's) life from the age of about 3 until 30. It attempted to demonstrate how these events shaped Clare's life. After the film which was 25 minutes in length, there would be approximately a 30 minute discussion of it. We were returning to a case study point of view in our work with the framework. Although all the specifications for ego-stage IV, V and VI had not been discussed in detail we wanted to get away for a time from the books and the cards and the exercises. By using the film we wanted to remind the teachers that the framework was to be used to understand people, and before the weekend break show them the new insights that they had with regard to the understanding of the growth and development of the human personality. The use of the film would provide this opportunity. The coffee period would follow the film discussion.

After the coffee period we would once again reorganize into three subgroups, and continue the discussion of specifications, this time for ego-stages IV, V, and VI. This would be the same type of discussion that had been planned for the specification of ego-stages I, II, and III on the day before (see Thurday - 4th day). It was our hope that by the completion of this activity that the teachers would have a clear understanding of ego-stages I - VI; that they would know how each stage was different (and similar); know how it built upon previous stages, and how it might affect future stages; and know generally what was happening physically, psychologically, and socially to an individual during each ego-stage. We would not expect the teachers to be able to use the theory systematically on case study material, but certainly we would expect them to have achieved a considerable degree of understanding of the structure of the theory.

Over the noon hour we thought it would be fun to have a cookout with all the participants. It would be something of a celebration. We would be celebrating the beginning of new relationships and friendships that in many cases would continue for nearly a year. Another reason we wanted to have lunch together with them was because it is our feeling that communication and understanding among people are enhanced when they break bread together. There was no way we could plan the cookout in detail prior to going to Neenah. We did not know what facilities were available for the cookout nor how the teachers would like to contribute to it. A potluck arrangement or contributions were certainly possible ways. Money to finance the affair was not in our budget, but we were sure arrangements could be made.

Since it was likely that the cookout would last longer than the normal lunch hour, we scheduled only one activity for the afternoon. We did not think it possible or in fact desirable to come back after a friendly and informal cookout with a terribly serious or demanding activity. What we did plan would give each teacher (1) an opportunity to work with the framework by role playing and, (2) practice observation by rating the other teachers as to what ego-stage role he or she was role-playing. The activity would go like this. The group would be reorganized into 3 or 4 small groups of 6 or 7. Each group would create a 15 minute role-playing teacher-student situation which would be acted out for the others. Large name tags would be used by all characters so that they could be identified by the audience. During the 15 minute performance each participant would act along lines of at least one ego-stage. Each member of the audience would get a score sheet on which they would rank the ego-stages expressed from most prominent to least prominent for each actor. After each group's performance, there would be a brief discussion of the roles played, as compared to how they were observed. It was our hope that through this activity not only would we all have a good time, but we would also keep the framework well in mind. After all, in order to put a certain character in your body, and in order to express the feelings consistent with that character, one must have an understanding of that character and what motivates the character in ego-stage terms.

This would conclude the first week's schedule. The assignment over the weekend would be chapter 3 of Erikson's Identity: Youth and Crisis. This chapter to a great extent restates what was said in Chapter 7 of Childhood and Society, but from a slightly different point of view, and in places in more detail. We did not want the teachers to stop thinking about the ego-stage theory over the weekend.

EVALUATION
FRIDAY (5th day)

This day went quite well. We were able to handle all of the agenda items although again we rain short of time, particularly with the specification discussions. We certainly did not originally schedule enough time to discuss specifications. There were two small changes in our schedule. The group lunch instead of running from 12:00 to 1:30 began at 11:45 and went to 1:00 at which time the role playing exercise started. At 2:15 we had a group discussion. In general this day, although very busy, was more relaxed for the teachers and for us than the previous day.

The movie in the morning was a good one. It described the emotional development of a person and this could be understood in terms of the framework. This was brought out in the discussion following the movie. We had hoped that the film might also make the teachers sensitive to their own development and encourage them to look at themselves. No one volunteered such information although the opportunity was provided. This was revealing in itself.

The specification discussions were more uniform than the previous day's. Again we were not able to complete these discussions and time was set aside on Monday to finish.

What we had originally conceived as a cook-out became a pot-luck affair and it went very well. We all ate well and enjoyed each other's company over the lunch hour. Perhaps the most pleasing thing about it for us was the fact that when we brought up the idea a couple days earlier it was immediately taken out of our hands and completely set up by the group and some of the administrators of the Neenah Project. This seemed to be telling us that the people appreciated what we were bringing to them and that we had begun to develop a good group spirit.

After lunch we had the role playing exercise. It seemed to be enjoyed by all. The sketches were fairly creative and the teachers not only liked acting but also enjoyed watching each other. Some parts of the sketches were very funny. The teachers, in general, had some difficulty in portraying clearly the ego-stage characteristics they intended. It was our feeling that this was primarily a result of the limited time they had for preparation, although, in some cases, it was surely caused by confusion about the ego-stage.

During the group discussion we asked for comments from the people concerning how the workshop was going. The only questions the teachers had, concerned how they were going to be guided and what would be expected of them in the future as far as being asked to help train others in the framework. Both of these concerns we felt were handled to the teachers' satisfaction.

The week had been a resounding success. We had won the confidence and respect of the participants and project administrators and our careful planning had paid off well. Nearly all the exercises went as planned and were done with enthusiasm. We could not have hoped for more.

WEEK TWO

PROGRAM
MONDAY (6th day)

The first activity of the second week would be another lecture on the "threads" topic. Threads are those major themes that run through the Erikson theory. This would feed directly into a discussion of the weekend assignment, the reading of "The Life Cycle: Epigenesis of Identity" in Identity: Youth and Crisis by Erikson. The discussion would be in the large gropup. We did not want to divide the group immediately on their return. We would continue in the total group until the coffee period at around 10:15. We did not anticipate a lengthy discussion on this chapter since, as was mentioned earlier, the reading introduced very little new material. The discussion we felt would serve as a good review and would get the people thinking about the framework again.

It may be recalled that the afternoon of the 4th day of the workshop the people were to be working on specifications for ego-stages I, II, and III. In that exercise they would test each others' understanding of these ego-stages by reorganizing into dyads and having each member of the dyad code 15 Q-sort cards. Each person would check the codings his partner had made against an answer sheet. The final activity for this morning would be the same exercise, but this time with codings only from ego-stages

IV, V, VI. (For a full description of the exercise, see Thursday, 4th day).

Toward the end of the first week, we would have asked the teachers to find some picture magazines that they could bring in as we had an activity that would require the use of pictures. Just before lunch on this day we would make our request again, if enough magazines had not been brought in. The magazines were to be used for an activity that would be scheduled after lunch. This is how the exercise would go. Each participant would be given a large paper grocery bag which he would be asked to decorate using pictures, drawings, words, or whatever else he wished. The decorations should depict certain aspects of ther person's personality. There would be three facets to each bag: (1) on one side of the bag would be pictures, etc. which described parts of the person which he would be willing to share with anyone; (2) on the opposite side of the bag would be material depicting aspects of the person which he would only share with some people; (3) on the inside of the bag would be put pictures, etc. describing behaviors or attitudes that were quite private. The teachers would be given about 30 minutes to work on their paper bags. Then in the large group each person would be given about two minutes to share with the group one or more of the three parts of his bag.

From previous experiences, we knew this would be enjoyed by most if not all the teachers and would provide a constructive and not too threatening means for them to look at themselves. How much did each know about himself? How much of himself would each be willing to share with the others? How many and what kind of private concerns did each have? These were questions we assumed would present themselves and we hoped the teachers would be willing to look at them. We did not state these aims explicitly. If a person were not ready to look at himself or herself the exercise would not force it. As has been said before, we feel growth and understanding require introspection and through this activity we believed we would be encouraging introspection and fostering growth in those who were ready for it. After the activity the bags would be collected to be used the next day in conjunction with another activity.

By the end of this day we would conclude the formal look at ego-stage characteristics and specifications. Time would have been spent going over and discussing specifications as well as doing coding exercises relating to each of the first six ego-stages. We had no illusions that everyone would have the kind of understanding of the theory that we would eventually look for, but at this point we felt the time could be best spent and the theory more thoroughly understood if we would begin to apply the framework to case study material. Therefore, the assignment for the evening would be to have the people take the case study of Tim, with which they were quite familiar, and try to draw some conclusions about Tim in terms of the framework. They would be told to be ready to justify and defend their conclusions. These conclusions and justifications were to be written.

EVALUATION
MONDAY (6th day)

Due to the length of time that had been spent on the identification of specifications and the time that was needed to complete them, this week's schedule had to be somewhat altered. Essentially things got pushed back and squeezed together. What follows is the revised schedule for the week. As we shall see, even this revised schedule had to be slightly adjusted at times.

The first activity Monday morning was a discussion of the reading which went quite well. We continued to look at the "threads" which had first been discussed the week before.

The remainder of the morning from 9:30 - 11:55 was spent finishing up the discussion of specifications. Since not everyone had discussed the same ego-stages, it was necessary for us to set up a rather elaborate schedule so that everyone could finish. The total group was reorganized to help those who had not completed the specifications of each ego-stage. To accomplish this four 30 minute blocks under the supervision of each staff member were arranged. This gave twelve 30 minute sessions. In this manner every person was helped with the ego-stage(s) with which he was having some difficulty. It should be pointed out that we were very careful and deliberate in our groupings not only for this activity but for all activities that called for reorganization of the group. We put people together that we thought would be complementary and we also assigned ourselves to groups with which we could be most effective. Through this schedule we were able to satisfactorily complete our discussion of the ego-stage specifications. One result of the specification discussions which we had not anticipated when we planned the workshop, and one which was quite good was a series of specification lists for each ego-stage developed by the groups as the discussions progressed. These lists were kept and reproduced (by the request of the participants) so that each teacher would have a copy of them.

In the afternoon we had the paper bag exercise. I think our comments later that afternoon best describe our reaction to the exercise and how we felt about the people.

> "This afternoon we began on the exercise in which the people cut pictures out of magazines and pasted them on the outside of a bag and put those pictures inside the bag which they did not wish to share. I would say from walking around the room at the time that the enthusiasm was amazing, that they really threw themselves

> into it and they seemed to be enjoying themselves a great deal in doing it. We had allowed a half hour but in actuality we took 45 minutes and even at that from 1:15 - 2:00 they had not even then quite finished. Some had finished, but there were approximately seven or eight people who could have used even more time. I think that their efforts and involvement were shown when they came to the sharing of their bags. They actually took more than the two minutes that were allotted to them because we went to 3:15. I think that what some of the things these teachers revealed shows us either that this is a very exceptional staff or I have misjudged the deep insights teachers really have about themselves and their relationships with others. Their ability to see and their willingness to share is not what I have been led to expect from my other contacts with teachers. Their attention given to food, their concern about their own appearance, their willingness to speak about their private and personal feelings and thoughts show either a tremendously high level of trust and closeness or that this group of teachers are a rare breed. Maybe it is both."

Obviously we were quite moved by the experience and more hindsight now would indicate that, indeed, we had established a very trusting and warm atmosphere in the group. The week had started out extremely well.

PROGRAM
TUESDAY (7th)

The entire morning would be spent in small groups looking at the case study of Tim. There would be no large group lecture or discussion, but it was important to get together first thing in the morning and last thing in the afternoon so that a sense of unity could be maintained. Therefore from 9:00 until 9:15 we would get together to handle any administrative concerns of the group.

The group would then be reorganized into three subgroups, one with each member of the staff. From these groups the people would again be reorganized into groups of four to discuss what each had done with the assignment. Before the four person groups were formed, the staff member with each of the three subgroups would spend about 15 minutes emphasizing the necessity of justifying conclusions drawn about a case study. In addition not only were the teachers to identify from the case study the basis of their evidence but they were also to be responsible for providing justification from the source books. The teachers were to cite page and lines for their reference which lead them to that conclusion. Thus the conclusions and the evidence would then be shown to be consistent with the framework, with specific reference to the theory. Again as in the past we would be concerned with clear, logical and consistent thinking. We also would want to emphasize the necessity of competence in using the framework. If analyzed correctly, evidence used for a description of an individual should be quite clear. We would accept no conclusions drawn on conjecture, or intuition alone. These ideas would not be presented in a threatening way to the teachers for they would just be beginning to learn the kind of competencies the workshop had been designed to give them.

After the short orientation talk each subgroup would be reorganized into working groups of about four members each where they would discuss their conclusions and justifications on their analysis of the case of Tim. This would continue for about 45 minutes until the coffee period. Following the coffee period the small groups would come back together into the three subgroups with the staff member to continue the discussion of the case of Tim. We would spend 90 minute with this activity and the staff member would continually bring the group back to: "How was the conclusion drawn?", "Can the conclusion be justified?"

Following lunch there would be a series of activities designed to help each participant know himself better. On the previous day, the teachers had each completed the paper bag exercise. The bags would be returned to the teachers, and there would be a short orientation to show them how to analyze their paper bags in terms of ego-stages. They would be then given time to do that. Their analysis was not shared but was for their own benefit. After they had completed analyzing the paper bags, the Self-Description Questionnaire which they had taken on the second day of the workshop would be returned to them. Instructions would be given which would show them how it should be scored. Results of the S.D.Q. can be quickly and directly plotted on a graph to give an ego-stage profile of the person. After the ego-stage profile had been drawn the teachers would be asked to compare the S.D.Q. profile with their paper bag analysis.

Obviously for the person interested and willing to look, the results of these two self-description procedures could be very revealing. The paper bag represents a completely voluntary and conscious self description. The S.D.Q. on the other hand forces responses to statements the individual might not otherwise consider. It is possible that the S.D.Q. may reveal unconscious motivations since it is not possible for the untrained person to view the statements in the Questionnaire in terms of the ego-stage theory. At any rate the S.D.Q. in most cases should reveal to the person aspects of his personality that he may not otherwise be willing to look at. These aspects may not be shown on the paper bag. We also thought that analysis of the S.D.Q. would provide greater motivation for understanding the ego-stage theory as this would lead to greater self-awareness.

We had earlier introduced the position that there was a difference between psychoanalysis and psychoanalytic theory (Hellman paper). Our point was to clearly differentiate instruction from therapy. The assignment for the next day would examine this issue in greater detail. The assignement would be chapter 4 in Fantasy and Feeling in Education by Richard Jones.

EVALUATION
TUESDAY (7th day)

This was now the seveth day of the workshop and by the end of the day it was our impression that the teachers now realized the effect this material could have on their lives and they were beginning to feel the heavy weight of this knowledge. We did not consider this harmful nor did we think that we should have done other things to prevent this. It was certainly a realization they would have to accept and handle if they were to make good use of the framework.

Their reactions certainly can be understood when we look at the day's work and how it was received and executed. They had an opportunity to reaffirm their understanding of the basic ego-stage characteristics through the coding exercise. They began to apply this understanding practically in their analysis and discussion of the case of Tim. They could look at themselves in terms of the framework through the plotting of their own S.D.Q. profiles.

The coding exercise was the same one as was done on Thursday of the previous week except that the statemtns coded were representative of ego-stages IV through VI. The teachers followed the directions more closely this time and we all noticed that they required much more precision and accuracy from each other than they had on the previous Thursday. We were also impressed by how well they were able to code.

We had two distinct reactions to the case study discussion in the morning. One was that the people seemed eager and excited about applying their knowledge of Erikson to a practical case study and as a general observation the discussion went very well. The difficulty we experienced came in getting them to justify their codings and pinning down their conclusions both in terms of Erikson and the material in the case study. They were prone to making general global statements and their explanations often spanned several ego-stages. As a result of this at the beginning of the afternoon there was a brief lecture in which it was pointed out to the teachers that one of the problems in education is that we have been too loose and too vague in pinning down our ideas and that we really have not demanded a high level of accuracy. It was our impression that the point was well made.

The remaineder of the afternoon was spent scoring the Self Description Questionnaire and drawing ego-stage profiles from it and from the paper bag of the previous day. There were no particular difficulties. We did note, however, that it would simplify the explanation of the scoring procedure if we had made some overhead transparencies rather than having to write on the board. It would also have made things easier for the teachers if we had provided them with pre-made scoring sheets and pre-labeled graphs. We were somewhat surprised at what seemed to be a lack of interest the teachers showed in their own profiles. We decided to make their Wednesday night assignment an analysis of their own profile. This would be quite appropriate since Wednesday afternoon we would discuss the analysis of profiles. It should be pointed out that during the next few days we found many of the people quite interested in their profiles and were anxious to know how to interpret them.

PROGRAM
WEDNESDAY (8th day)

The first 75 minutes of the morning were scheduled for an examination of the therapy vs. instruction issue. During the first part of this period there would be a lecture in which some of the issues concerning the therapy question would be brought up as well as an introduction to the concept of the use of falsification rather than verification in the pursuit of knowledge. It is not within the scope of this section to discuss the merits of the falsification approach.[4] Although a full explanation is not possible a word about falsification is in order. It is our position that a position can not be proven, however, it can be falsified. Our purpose in introducing the idea at this time was to help the teachers to grasp the idea that conjectures are set forth and we then set about not to prove them but to falsify them. A teacher in helping a student, analyzes the situation and sets forth a possible conjecture. This conjecture he should set about to falsify and if it withstands his efforts should be the basis of his plan to help the student. Therapy and teaching share this approach but as Richard Jones points out the aim of each is clearly distinct.

Following the lecture there would be a discussion on the points brought out in the lecture and the chapter that had been assigned.

After the coffee period there would be another coding exercise, only this one would be more complex. Each person would be given a copy of the Youth Self Description Questionnaire and asked to code twenty of the statements in it.[5] What would make this coding more difficult would be that each of the 20 statements would not be a pure ego-stage statement. In other words each statement would contain at least two ego-stage messages. The participants would be told this and asked to identify and write down the multiple codings for each of the 20 statements. Of course, as always, justifications for the codings would be required. Prior to this exercise all of the statements had been relatively direct and easily codable. We did not want them to live under the illusion that the students they would work with would speak only in pure easily codable statements. Even the multiple coded statements they would be working with in this exercise would be more easily worked with than some of the communication they would have with their students. It was this idea, as well as the practice in coding that we hoped to get across by means of this exercise. After they had each done the exercise (working in groups of 2) they would gather in three subgroups to discuss the codings with each other under the direction of a member of the staff. This would conclude the morning's activities.

The afternoon's schedule would indirectly be a continuation of the activities of the previous afternoon. The information the teachers would get could be used by the teachers to analyze their own ego-stage profiles. The work for the afternoon would be learning to analyze ego-stage profiles drawn from the results of the S.D.Q. The only difference would be that we would not be using the teachers own profiles, but profiles from high school students. These would be profiles containing only the first six ego-stages.[6] In our analysis of youth, we deal only with the first six ego-stages. The profiles that we would use would be actual profiles of high school students. Of course, the identity of the students would not be made known.

For the first 15 minutes, in the large group, the participants would be shown how to analyze a profile. They would be told what sort of things to look for and what sort of questions to ask. In anticipation of this exercise we reproduced all the profiles we would be using on transparencies to be used with an overhead projector. After the short orientation, the group would be reorganized into three subgroups and from there into smaller groups of four. Each small group would be given 2 different profiles to analyze. After the four person groups had had sufficient time to work through the analysis of the profiles all the group would come together. Each subgroup, using the overhead projector, would analyze for the rest of the subgroup the profiles they had analyzed. This procedure would be continued until all of the profiles had been analyzed and discussed. The exercise would give the teachers a chance to work with and better understand the concept of epigenesis, that is, the way the various ego-stages build on and influence each other. Of course, as was mentioned above, we hoped they would use these analysis techniques on their own profiles which they had drawn the day before. This would conclude the activities for the day.

The assignment for the evening would be chapter 6 in the Richard Jones book. In this chapter Jones discusses Erikson's ego-stage theory and ties his own ideas concerning the use of imagination to it. Jones also comes back to the therapy vs. instruction issue in this chapter.

EVALUATION
WEDNESDAY (8th day)

The revised schedule for this day left us only 15 minutes for an introductory discussion of the instruction vs. therapy issue. This was not enough time. Even though the lecture actually lasted 25 minutes, we felt it was too rushed and just an introduction. Nonetheless it seemed to go off well.

However, the assigment (Chapter 4 in Jones' book) apparently was too difficult, as the people appeared swamped. It was our view that the ideas in the first part of the chapter, although quite interesting, do not speak directly to what we were trying to get across and that in the future only the last half of the chapter should be read. Needless to say, we were not able to answer all the questions there were.

The multiple coding exercise for the most part went well. We found that in many cases the people were getting at least one of the codings correct and, in some cases, both of the codings. One difficulty we began to have was that the people were reading ego-stage messages into the statements. We had to stress the importance of only coding what you see, literally. Once this point had been made many of the difficulties were cleared up.

The last discussion in the morning was a very good one which dealt very specifically with the meanings of doubt and shame. It become clear in the coding exercise that this was a particularly difficult area. The discussion served as a basis for a further examination that the group made on the differentiation between guilt and shame and doubt which we had later in the afternoon. This examination was made possible because of 30 minutes we had gained during the day's schedule. This discussion again pointed out the need to build more time for the study of specifications in future workshops.

To quote from our notes of that day, "...I think the coding or the analysis of the profiles (the main activity of the afternoon) went just amazingly well..." "They (the teachers) really brought a great deal of understanding to them and I have nothing but praise for that particular exercise." It seemed that once the teachers began to understand the way to analyze the profiles they did exceedingly well.

Another development began to make itself very clear this day. It seemed that the group was now beginning to divide at least into two groups, one group that was concerned, interested, willing and doing a good job of mastering the material, as over against another group that was beginning to get lost, and appeared not to be working as hard. It was a development we would keep our eyes on.

PROGRAM
THURSDAY (9th day)

The first 45 minutes of the morning would be spent both handling any final administrative concerns (for some of the teachers the next day would be their last), and discussing the assignment. In the chapter in Fantasy & Feeling in Education which they would have read for their evening assignment Jones begins to spell out just how the Erikson theory can be useful to the teacher. Application would be exactly the topic we would want to focus on these last two days of the second week.

As has been said before, we could certainly not expect after only two weeks (despite the intensity with which the training would be pursued) that the teachers would have a full enough understanding of the framework that they could consciously and deliberately put it to use in the classroom.[7] We were quite certain, however, that for the teachers who were not going on they should at least be given a clear indication of how the framework could be used in classroom transactions. As a matter of fact we would expect to hear the question: "Just how can this be used?" We would devote a great deal of the last two days of this week to the application of the theory. This emphasis would also be good for those people who were planning to continue into the third week of the workshop and also the school year phase of the Project. It would give them a sense of what was to come, and should also excite them with the power of the framework.

After the discussion of the assignment, there would be an orientation discussion of the analysis of case studies in the total group. Many of the ideas that were first discussed when the case of Tim was looked at earlier in the week (for details see Tuesday, 7th day) would be repeated.

Following the coffee period everyone would view a video taped case of a dramatized classroom situation. We had made a dramatized situation rather than taking an actual classroom situation in order that the individuals playing the student roles could over-emphasize certain behaviors. This would make for easier analysis. After viewing the tape, in groups of about four we would ask the teachers to first share among themselves their analysis of the students on the tape and then make proposals regarding how they would help some of the students. These small group discussions would continue until lunch time.

We did not expect that the participants would have an easy time analyzing the video tape, so following lunch we scheduled 45 minutes with the total group to examine the difficulties that may be experienced in analyzing the behaviors of the students. We would also look at the prescriptions the teachers would be developing. We would also point out to the teachers that this form of analysis was more difficult than they would actually find in their own situation. This would be the case because of the limited sample of behavior and there was no way by which to test any conjectures they would develop about the students' behaviors. These conditions would give an unrealistic quality to the application of the framework. Any student that they would work with they would come to know quite well and they would observe over and over again. Of course in all the discussions concerning the video taped case study as well as any other case study discussions high performance standards would be expected in the use of the framework.

The final activity of the afternoon would be the discussion of short case studies. The group would be reorganized into three smaller groups each with a member of the staff. The cases to be analyzed would be written, and about a paragraph in length. The group would read and discuss the case studies one at a time. As in the past codings would have to be justified and the use of falsification of ideas would be stressed. We believed that it would be possible for the teachers to draw some tentative conclusions (in terms of ego-stages) from these short case studies, and that they could leave for the day feeling good about their progress.

The assignment would be another reading in Fantasy and Feeling in Education. Several readings were possible dealing either with the development of a theory of instruction, or how the theory might be put into practice, or a specific example of how aspects of the theory were used with a specific curriculum. We decided it would be better to put off making the decision on the exact reading until the day or so before it was to be assigned.

EVALUATION
THURSDAY (9th day)

This was undoubtedly the worst day of the workshop in terms of accomplishing work. Several factors contriubted to this. For one(and perhaps we weren't as sensitive to this as we could have been) the people were looking more carefully at their own ego-stage profiles. We had met individually with many of the teachers at their request to discuss with them just what conclusions could be drawn from the profiles and, no doubt, the insights for some must have been quite powerful and threatening. Another element was the evening's reading assignment. Again it was a difficult one for the teachers. The morning discussion of the reading, although they appeared to find interesting in places, was quite involved and, for several teachers, very confusing. On top of this the mood in the morning seemed quite low. The fact that the video tape activities we had planned for the day had to be dropped (due to a faulty tape) and new plans instigated was, however, the single most disturbing factor.

When on Wednesday we found that we could not use the video tape, we rescheduled the day in the following way. For the first 75 minutes in the morning we would spend time lecturing on and then discussing the material in the Jones book which the teachers had been reading for the last few days. (we had decided that in order to allow the people time to analyze their ego-stage profiles on Wednesday night, Chapter 6 in the Jones book would be assigned over two nights - Wednesday and Thursday, and that would be the last chapter to be read in that book.)

After the coffee period we designed an activity which would help them better understand the material in the Jones book. We would have them read a section in Chapter 6 during this time period (10:30 - 12:00), and then in pairs interview each other asking questions concerning what they had learned from their reading. During the last few minutes in the morning the reports of the interviews would be made to the large group. This exercise would require careful and thoughtful reading of the material so that adequate interview questions could be formulated and answers given. We also thought that the exercise would be fun for the teachers giving them an opportunity to be creative and insightful. We also believed it would be well received since it would ease their work load in the evening.

During the afternoon we planned to give them a quiz on the specifications so that we (and they) could be sure of their competency in that area. We would end the day with an analysis of the short case studies which we had planned for that afternoon.

Things did not proceed as scheduled. As was mentioned above, the morning lecture, although difficult, did proceed as planned and with a reasonable degree of understanding. However, the interview, reading exercise was resisted. One of the teachers asked if the others wanted to do it and, while some did, there was considerable support for not doing it. When we asked what should be done during the time a couple of suggestions were made but it became evident after a time that, as a group, they were not interested in working. After a while the teachers began reading the section we had recommended but little work was done. We then planned to extend the activity for a while into the afternoon. As lunch time approached the mood was quite low.

It so happened that during this lunch period one of the teachers brought a video tape that he wanted to show to anyone who was interested. The man on the tape was a university professor who spoke about love. It was a tape of an actual lecture he had given. He was evangelical in his presentation and, while some of the teachers found him to be very good, others did not find his approach appealing.

In the afternoon the person who had first questioned doing the morning's exercise, stated that she felt things were not going as they should. This gave us an opportunity to share with the group where we were coming from and the expectations of work that we had for them. We made it clear, however, that should anyone decide he or she did not want to do the work, that was his decision and that we were not going to usurp anyone's autonomy. It was a rather emotional discussion and it cleared the air considerably.

Perhaps as a result of this discussion the small case study discussions went quite well. For the most part the people got down to work and did a very careful job of coding and analyzing the cases. Again, as we had begun to notice the day before, there were a few people who fell considerably behind in doing the exercise. These people were among those who were not going on the following week. It was a situation that would end after the following day and we considered that there was little that could be done in the time remaining.

Although it was past 3:00, the total group did come together for a few minutes to discuss further our feelings about the day and where we could go next. We felt the day ended on a much healthier and happier note than it had begun.

PROGRAM
FRIDAY (10th day)

We scheduled a lecture for the first 30 minutes of the morning. We did not schedule the exact topic. It would be the last day for several of the participants and it would really be making the end of the beginning for those going on. The lecture would probably speak to these points, but its exact nature would depend upon the relationship that had been developed with the participants, how well they had taken to the ideas that were presented, and how we felt about the progress we had made. If something else (and we had no way of predicting what) was more appropriate then that would be presented. After the lecture we would take up any questions the teachers had on the assignments as well as questions related to any of the readings in the Jones book. The coffee period would follow this discussion.

After the coffee period we would once again return to the case study of Tim. This time we would look at different possible procedures that could be used by teachers to help Tim. We thought it would be beneficial for this activity to have the teachers reorganize into groups according to the subject area they taught, since prescriptive procedures could vary in the different subject areas and age groups. Procedures that could be used in a typing class, for example, might be quite different from procedures that could be used in a social studies class. Once again, as would have been done on the previous day, we wanted to demonstrate to the teachers the utility of the framework in dealing with the underachiever. This time, however, they would be working with a case study they would be quite familiar with. It would be our expectation that they would come up with various procedures that could be used to help Tim.

We planned another cookout for the noon hour. As was done the week before, the details would be handled during the week. It was our hope that this would be a very satisfying time for all of us. A good deal of work would be behind us, and if that work had resulted in growth and understanding for the teachers, indeed it would be a satisfying time.

After the cookout in the large group we would look at the case of Tim for the last time. The analysis of the case of Time that the teachers had done on the first day of the workshop would be returned to them. With this in hand they would be able to compare their first attempts at understanding and dealing with the case of Tim with what they discussed concerning Tim in the mornings activity. This, we expected, would be a dramatic demonstration of the sophistication in analysis the teachers had developed with the use of the Erikson framework. We would want this view to be a realistic one. It is true the teachers would have come a long way, but we would have led them carefully and the small cases they had worked with had been carefully chosen by us. We would want them to feel good about what had been accomplished, but at the same time to realize that more work lay ahead. They would not yet have really, carefully, analyzed a full case study. This task would come during the next week. Also they would not yet have worked with students in actual on-going situations. Several tasks lay before the teachers in the second phase of the project. There would be the identifying of the students with whom the teachers were to work. The teachers would have to develop case material on these students. Then they would have to analyze and interpret the data they had collected. Finally, the teachers would have to decide upon and develop instructive measures to help these students. All this would come during the first semester of the school year. This look ahead was shared with the teachers.

We then would bid goodby to those teachers who were not going on to the third week of the workshop. For those continuing on we would assign part of chapter 4 in Identity, Youth and Crisis by Erikson to be read over the weekend. That chapter is entitled, "Identity Confusion in Life History and Case History." It would be an appropriate chapter since practically the entire next week would be spent analyzing case studies, the majority of which would be of students of high school age where identity is the ego-stage of greatest concern.

EVALUATION
FRIDAY (10th day)

This was the last day for nearly half of the teachers. Although we had specific activities scheduled the day became one of integration and evaluation. We remained in the large group and in the morning looked at how far we had come and what had been learned. The people who were not continuing were excused from the afternoon discussion where we talked about the activities for the following week as well as the expectations for the coming school year. We had originally planned a cookout over the lunch period but instead we all had a very enjoyable pot luck picnic at the home of one of the Neenah Project staff members the evening before. We all felt the day was used quite constructively and the activities as they emerged quite appropriate and satisfying.

WEEK THREE

The third week of the workshop was very simply structured. Each day would begin with a lecture discussion for the first hour and fifteen minutes, there would be a coffee period, and the remainder of the day (except for Friday afternoon) would be spent discussing case studies.

PROGRAM
MONDAY (11th day)

The nature of the lecture and discussion on Monday would be an introduction to the week's work. We would discuss the way the case studies would be used and would also introduce a system for marking and coding the case studies. The system had been developed over the summer (see appendix). In addition to this we would discuss the assignment that had been read over the week-end. As was stated earlier, this assignment would be quite appropriate in that in it Erikson discusses the Identity vs. Role Confusion question first from a case study point of view and then as to how it is related to the other ego-stages. We would soon be analyzing case studies of students that in all instances but one would be of high school age.

Following the coffee period the teachers would be organized into three groups for the purpose of looking at the first case study.

Let me say a word at this time about the groupings and organization for the case studies. There were nine case studies to be analyzed with each of the three staff members being responsible for three of the cases. After the groupings had been made they would remain permanent until (by rotating from staff member to staff member) each group would analyze each of the first three cases. So while each of the three groups was looking at three different case studies, each staff member would lead a discussion of the same case three times, once with each of the three groups. When the first three cases were completed it would then be possible to rearrange the membership of the three groups for the next three cases, and then another rearrangement would be possible for the final three cases. The chart below shows how and when groups A, B, and C would discuss the first three cases C_1, C_2, and C_3.

	C_1	C_2	C_3
Mon. PM	A	B	C
Tues. AM	C	A	B
Tues. PM	B	C	A

There were several advantages to studying the cases in this way. The smaller groups, of course, would give each individual a greater opportunity to participate in discussion and by having each staff member responsible for only three of the cases rather than all nine would make it possible for the staff member to become an "expert" in his cases. We knew that repeating each case study three times might become tedious for us, but the advantages to this approach seemed to far out-weigh this concern.

Since the teachers had not been assigned the first case study to look at over the week-end the teachers would be given the last hour and a half to work individually analyzing one of the three case studies. Each staff member would circulate among the members of the group studying the case he was familiar with to give assistance. The entire afternoon would be spent in the small groups discussing these case studies.

The procedure used for analyzing the case studies will be described briefly. First the entire case would be read and an initial general impression of the student (in terms of ego-stages) would be jotted down. A second reading would follow where passages which could be related to specific ego-stages would be underlined and noted and, then, a comparison of the codings to the original impression would be made. Finally, a third reading of the case would be made for the purpose of noting informative passes which could not be initially coded but which could now be related to the coded material. Specific notation would be used throughout in order that the codings and relationships could be clearly and easily communicated. This would be the procedure the teachers would use as they analyzed each case on their own and it would also be the procedure used to discuss the cases. In our discussion of the cases, as had been done throughout the workshop, we would emphasize the framework and continue to insist on codings being justified.

We would come together briefly the last thing on Monday afternoon to make the case study assignments for the next day. There would be two case studies to be analyzed for the next day.

It may sound as if the analyzing of the case studies would become a somewhat mechanical procedure and, thus, eventually quite tiresome. We did not think this would be the case. It is true that some coding can be mechanical, but our investigation of these cases would require continual rereading of the theory which would lead to further discussion of it and, as a consequence, a more sophisticated understanding of it. We did not for a minute think that the cases would eventually be analyzed easily or with little work. Our concern for this week was that, if anything, the work would become too great.

PROGRAM
TUESDAY, WEDNESDAY, THURSDAY (12th, 13th & 14th days)

The structure for each of these three days would be identical. The first 75 minutes would be spent in a large group lecture and discussion session. The topic would be concerned with prescriptive measures which could be used by the teacher in the classroom once specific ego-stage problems had been identified. On Tuesday we would examine prescriptive measures which could be used to help with problems related to ego-stage I and II.

On Wednesday we would look at ego-stages III and IV, and on Thursday, ego-stages V and VI.

The coffee period would follow this, then we would discuss one case study in the small groups until lunch time. Following lunch time, the small groups would discuss the other case study assigned for that day. Thus, two cases would be studied each of these days with the assignment for each day being made the previous afternoon.

PROGRAM
FRIDAY (15th day)

In order for all the participants to analyze each of the nine case studies, it would have been necessary to discuss the final case on Friday afternoon. Since this would be the last day of the workshop, we felt it important to spend the afternoon in other ways. Therefore, only one case study would be assigned for Friday and that would be discussed in the morning. Preceding this, there would be a large group lecture and discussion entitled "How to go about making your own case studies." A handout speaking to this question had been put together and it would be distributed to the teachers. This would be just an introduction of things to come. In our weekly meetings with them during the autumn semester (particularly at the beginning) we would continue to discuss and help them with the making of their own case studies.

After lunch we would meet in the large group and discuss what had been accomplished during the workshop and where we were going from there. We would make it clear to them what would be expected of them during the first semester as well as what they could expect from us.

This discussion session would conclude the summer workshop phase of the project. If all went well the teacher would come away from the workshop with a working knowledge of a psychosocial framework which could be extremely useful to them in their helping relationships with students. Knowledge of a framework, however, does not mean that it can immediately be applied. In fact the entire next semester would be spent with the application of the theory.

EVALUATION
WEEK THREE

The third week went very much as scheduled. We looked at all the case studies at the appropriate times. Our main concern was that the teachers would get quite tired of the cases, however, we found that this was not the case. For the most part the people were not only willing but very involved in doing the cases, and only at the very end of the week was there any evidence that they were becoming somewhat weary of analyzing the cases. We also found that getting together in the morning for a lecture discussion was helpful. It seemed to bring us all together. We asked several people if they preferred a different time during the day but they felt the morning was the best. We continued to come together for just a few minutes at the end of the day to take care of any necessary business. The work was much harder and more time consuming than the first two weeks but there were only a few instances around the middle of the week where people were not prepared.

Although the growth of the teachers in ability to understand and analyze all the case studies was not uniform, it can be said that everyone did improve his or her understanding of the theory and as a general statement the week's work was quite satisfactory.

One major problem did arise during the week and this concerned just what the exact approach to the cases (as taken by discussion leaders) would be. This problem was not adequately resolved during the workshop and certainly should be considered carefully prior to any redoing of this part of the workshop.

The essential difference was this. Should there be a global ego-stage understanding of the case studies or should the case study material be used solely as a vehicle to a better understanding of the framework. During the week both approaches were used and this created some confusion for the teachers. By Wednesday we found that the teachers were spending far more time preparing for those cases where they had to clearly and logically defend their codings, that is, where the logic of the framework was the emphasis. Where the more global approach was used, where codings were made more with a larger context in mind and where a sort of tallying of the codings was made the teachers were more loose in their approach sometimes even to the point of trying to fake the analysis as the discussion proceeded. The important lesson that we learned here was that the approach to the case studies must be consistent. We must decide just what the best use of the case study material is and then employ that procedure consistently.

As the week ended we felt good about the progress we had made during the workshop. Whereas the teachers perhaps weren't coding or analyzing the case studies as thoroughly or as precisely as we might have expected, we were confident that we had laid a strong theoretical foundation and we were looking forward, as were the teachers, to the coming semester. Considering all that we had attempted to achieve in a three week workshop, we could only be pleased with what had been achieved. We now had clear evidence that many teachers could learn to understand and apply psychoanalytic ego psychology. This in itself was a significant outcome.

CHAPTER THREE

THE IMPLEMENTATION OF THE FRAMEWORK

INTRODUCTION

There was a two week interval between the conclusion of the first phase of this Project and the beginning of the implementation and supervision phase. This interval gave the teachers a week for their school's orientation and preparation programs prior to the opening of the new school year. The following week was the first week of school with its usual confusion and problems. The Project staff took the position it was important not to begin the Phase II program until the school year was at least one week old.

The Project staff used the two weeks in making final preparations. During an orientation session which was held for all teachers the staff presented a brief description of the project. There were two major reasons for the presentation. One reason was to prevent and correct any misrepresentation of the aims and scope of the Project. The other was to lay the ground for any cooperation the Project may need from other members of the staffs.

With the orientation days and the first week of classes past, Phase II of the Neenah Project began. Phase II was the implementation of the training the teachers had received during the workshop. The implementation would be carried out under the close supervision of the

Project staff. The structure and rationale for the implementation and supervision phase is described below.

The twofold purpose of Phase II was to assure effective application of the workshop training to actual classroom situations and to secure a level of competency among the teachers allowing them to continue working with students effectively on their own. With these purposes in mind, we saw our task divided into three process areas. The first was supervision. Each participating teacher was supervised in the classroom once a week by a member or members of the Project staff. Secondly, time was scheduled for teachers to have individual conferences with the Project staff. Thirdly, the Project staff conducted a weekly seminar which was designed to augment the training received during the workshop. The seminar also served to discuss and resolve common problems the teachers were experiencing.

The work of the first school semester which we have referred to as Phase II and the implementation-supervision phase will be reported here from the view of the tasks that had to be handled. These were:

1. Selecting the students who would be included in the Project.
2. Helping the teachers to develop the means and skills for the collection of data on the students.
3. Assisting and guiding the teachers in their helping relations with their selected students.
4. Developing and carrying out appropriate and instructive supervision.
5. Arranging, programing and conducting the weekly evening seminar.

Each of these aspects will be discussed in turn in the following sections of this chapter.

SELECTING THE STUDENTS

The first meeting with the teachers participating in the Project would occur on Tuesday of the second week of school. The primary purpose of this meeting would be to select the two students for each of the teachers. At the close of the summer training program, the teachers were asked to be ready to select two students from their class lists. The teachers were to develop helping relations with these students based on the framework the teachers had learned in the summer workshop. These students were to be students whose past academic performance had been low in terms of skills, grades, and achievement levels, but who, according to available mental ability tests, and other information, as well as the opinions of past counselors and teachers, should be able to attain a higher level of academic performance. When the students had been identified the teachers would review their choices with the Project staff. The teachers would also bring available data on the students which would include such items as their past academic records and scores of the various standardized tests. The Project staff and the teachers would make a decision using the data against the criteria which had been established. We wanted a student who was achieving far below his/her ability and who appeared to be in need of special help. If this combination was not found the teacher would be asked to identify another student.

Once the student had been selected, it would then be the teacher's task to contact the student. The teacher would explain fully and openly the nature of the Project and ask if the student would like to join the Project. The teachers would answer any and all questions the students wanted to ask. Several items would be covered routinely. The teachers discussed the time that would be involved. The student would be required to take some instruments administered by the Project staff now and at the end of the semester. The student would be told the purpose of the Project. It would be explained that the teacher would be of assistance to the student in improving the student's academic achievement. The student would be scheduled for conferences to discuss academic and related matters. The student would then be asked if he would like to cooperate with the teacher in this program. A "yes" response ended the teachers search while a "no" response made it necessary for the teacher to look for another student.

WORKING WITH STUDENTS: GETTING TO KNOW THEM

With the students selected, the teachers would be ready now to begin gathering information about the student. There would be three basic ways of getting information.

One of the most direct ways would be that of holding conferences with the student. It was assumed that if the teacher would allow the student to direct the topics of discussion for the most part, valuable information would be gained on the student's concerns, feelings, attitudes and problems. Conferences would be called at any convenient time for both the student and the teacher. The length of the conference would be variable but the teachers would try to plan for a minimum of 15 minutes so that there would be sufficient time to get into a subject. If the student would agree and he/she did not find that it was disruptive the teachers would tape record (cassette) these conferences. Together the teachers and students would be able to use these for whatever constructive purposes they would mutually decide upon. These tapes would be shared with the Project staff with the student's permission. The teacher would use these taped conferences to structure the student's interests and concerns into the ego-stage framework.

Another means of gathering information about the student would be through observations of the student. Observations could be entered into the teachers' log books. Each teacher received a log book at the outset of Phse II. (Pages from a log book are reproduced in the appendix.) The log books contained two types of pages. On the left hand page the teachers would record observations. The observations would be given in behavioral descriptions. On the right hand page the teachers would analyze the observation data,giving, whenever possible, interpretations within the ego-stage framework. The teachers could also add any additional notes which could be seen as being helpful. These would include the social context, the teacher's mood, historical information and hunches which the teacher may have.

The development of a total profile would be proposed only after sufficient data had been accumulated. This plan would reduce the possibility of making a hasty and perhaps an inaccurate profile. A profile is an analysis of an individual's development delineated in ego-stage terms.

Teachers were to make observations from the students' behaviors in the classroom, in other classrooms, in other school situations such as study halls, social and athletic activities. The reader should not be misled into thinking that the teacher became a shadow to the student in an effort to watch his every move. The observations the teacher would make would be in the course of the teacher's classroom, and casually as the teacher might come in contact with the student outside of the classroom. A teacher should observe and compare how the student behaves in other classrooms and in other school settings and situations. Such information would help to provide a more rounded collection of observations describing the student's behavior and would help put the behavior of the student in the teacher's classroom into a broader and a more instructive perspective.

In addition to personal observations that could be entered into the log, the teachers would be asking other school personnel for their observations. Included in this group would be teachers the student has in other subject areas, and the student's counselor. The observations of other school personnel, as it was available, would be a helpful addition to the teacher's own observations. The emphasis would be on helping the student and not making the student an object of scrutiny.

The purpose of the teachers' efforts to make their own observations and adding the observations of others would be to accumulate sufficient information for analysis. This activity would not be kept from the student. The Project staff and the teachers believed that students have the right to know about program plans that directly effect them. We also took the position that they had the right to withhold information and to refuse to take part in an activity for personal reasons.

There were other data that would be collected on the students. These would include quizzes and tests that the students would take in his various subjects, assignments that he would do for the various courses, reports on special activities that he would be a part of around the school, etc. In the broadest terms the teachers' aim would be to collect data that would give them the most insightful picture of their students in terms of the ego-stage framework.

At all times the personal and private rights of the students would be honored and no activity that could be viewed as violating these rights would be undertaken without the knowledge and consent of the students. We would like to point out that we saw the collection of behavioral data on students as a professional function of teachers. It would be our position, however, that even though these activities were within the definition of the role of teaching we would keep the students fully informed. Our aim would be to develop an open, trusting and professional relationships with all students.

WORKING WITH STUDENTS: A PROGRAM FOR ACTION

What would be done with all the data the teachers would collect? We have indicated previously that the information would serve as the basis for analyzing the students' school-related difficulties. From this viewpoint the purpose of the Project could be reduced to the testing of one major thesis. The thesis could be stated as a question in the following manner:

> Granting that teachers could develop an understanding of the ego-stage epigenetic theory could they use it to analyze their students' school-related difficulties and then go on to construct treatments which would correct the school-related aspects of these difficulties?

The program which had been developed to test this thesis is presented in the material which follows.

It was our judgment that sufficient amounts of data on students would have been accumulated midway through the semester to allow the teachers to be fairly certain that a profile could be constructed. That is to say, the teachers would have a foundation upon which they could propose supportable conjectures on their students' school-related difficulties. The data that they would have collected by early November would have been systematically analyzed into the ego-stage epigenetic theory. Questions arising from these analyses would have alerted the teachers to gather additional information. We have previously spoken about operating from the attitude of falsification. The teachers would be encouraged to be suspect of any apparently simple explanation. Our attitude would always be one of testing our interpretations, explanations and conclusions.

In specific terms the teachers' task would be to analyze the data using the ego-stage epigenetic framework. From this analysis the teachers would be in a position to construct profiles of their students. These profiles would reveal the areas of strength and weakness of each student's ego-stage development within the context of his school experiences. The teachers would develop specific and unique courses of action with the students based on the sharing of the analysis. The sharing of the analysis would be sensitive to the student's ability to intellectually and emotionally handle the information. The sharing would be paced by the student's ability and willingness to handle the self-examining task. The aim would be to help the students to resolve their difficulties in productive and constructive ways.

It is important for our readers to clearly understand each of the tasks the teachers had, therefore, we will discuss each separately and in some detail.

Recording observations: All observations would be recorded in the log. These would include conferences, classroom observations, reported observations, remarks on test results and assignments and any other such information. The reader will recall that all such entries would be recorded on the left hand page. The right hand would be used for analysis. The right hand page would be divided vertically into two halves. On one half ego-stage codings would be made and on the other half the teacher would write out possible interpretations.

Reviewing categorizing competencies: Some weeks would have gone by from the close of the summer workshop to the time the teachers would be classifying behaviors into ego-stage categories. Thus it would be essential for the Project staff to review all of the teachers' classifications of their students' behaviors into ego-stage categories. Where necessary the staff would review basic materials with the teachers.

Categorizing student behaviors: After practicing under the supervision of the Project staff, teachers would review their log entries for the purpose of classifying as many entries as they could. Their classifications would be examined by a member of the Project staff.

Interpreting the categorized observations: Once the observations were categorized into ego-stages the teacher would write out her interpretations based on those clasifications of behaviors. Initially the interpretations would be viewed as operating conjectures. That is to say, they served as the basis for further observations that would be used to test the interpretations. If further observations tended to falsify the interpretations, a re-examination would be undertaken. If the newly added observations corroborated the interpretations the teacher and the students would then be ready to move on to the next step in their program. At every stage of this procedure the Project staff worked very closely with the teachers.

Development of a student profile: After the set of interpretations were corroborated by further observations and a sufficient body of data had been assembled the teacher would summarize the ego-stage classifications or codings in the following manner. The teacher would take twelve sheets of paper, a page for each of the first six ego-stages, positive and negative. Then the teacher would systematically record every coding for each ego-stage on the appropriate page. In addition the teacher would briefly describe the nature of the behavior. For example, if a log entry were coded ego-stage Industry positive (4+), the teacher would give one tally on the page entitled "Industry Positive." Beside the tally mark she would write a brief description, e.g. "handed in on time a well written story." This procedure would be followed for all the data in the log. The data treated in this manner would give the teacher a summary statement of the student for each of the ego-stages. Using these sheets the teacher would be able to construct a profile for the student. The profile could be viewed in its simplest form as a graph as shown in Figure 1.

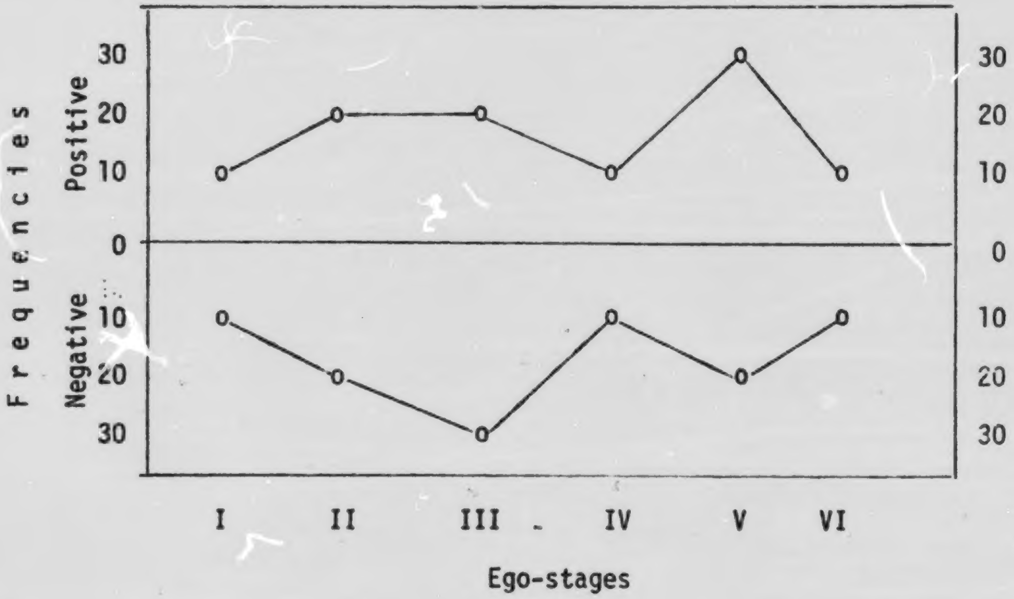

Figure 1. Profile of a hypothetical student based on the codings for observations

Although such graphs clearly indicate the ego-stages of highest and lowest frequencies, it is not the frequency of occurance alone that is the most significant fact. The quality of a particular event may far outweigh frequency. One insight a student may share in a conference could reveal a major source of difficulty for the student. Frequency is not to be discounted but it should not be viewed as the determining criterion for our attention.

Developing conjectures: In the process of collecting observations the teacher would be expected to have informal conjectures about the student's problems. We have used the term "informal" to convey the idea that the conjectures are to be viewed more as intelligent guesses than as rigorous formulations based on careful analysis of available data. The data may not exist and indeed this may be what may prompt the informal conjecture. But later when much data has been collected we may speak of testable conjectures. It is this stage that we are now at.

Examining the data the teacher would now be expected to delineate the difficulties the student is experiencing in ego-stage terms. For example:

> "Bill is obviously in Identity versus Role Diffusion. Although he is experiencing difficulties here I don't think this is where I should begin to work with him in trying to resolve his difficulties. He does not believe he is a good worker. He has no problems with trusting as far as I have been able to observe. He is a fairly autonomous kid. He shows initiative and is not unwilling to try. But he just can't write and he feels inadequate, almost inferior. When Miss ____(an English teacher)____ tried to help him he rejected the help. He doesn't want to face the issue."

Teachers do recognize many students' difficulties without the ego-stage framework. Many teachers who are totally ignorant of the framework help students every day to face and resolve their difficulties. We would be in serious error were we to argue for its adoption on the basis that school-related psychosocial problems could only be understood and resolved by understanding and using this framework. It would not only be a serious error, it would be nonsense. Then on what basis do we argue its value?

Our answer comes from our experience. Many teachers have not developed whatever understanding it takes to analyze and help others to gain constructive resolutions to their school-related psychosocial difficulties. For those teachers who have developed the abilities the framework appears to give them a comprehensive understanding of why they have been successful.

Proposing plans: With an explanation before him and a conjecture to be tested the teacher will now move to an implementation plan. Here the teacher will work with the student to develop a plan of action which they see as directly tied to the difficulty and which appears to be a way of facing and resolving it in a constructive and productive manner. The teacher-student relationship requires specific conditions:

- a good rapport
- a willingness for both teacher and student to work together cooperatively
- an understanding of the psychosocial definition of the problems (This does not mean that the student be knowledgeable about the ego-stage framework. What it does mean is that the teacher be able to share with the student his understanding of the student's difficulties in terms that the student is able to grasp. The teacher will share the reasons why he has arrived at the interpretations that he has based on the available evidence. At this time and throughout their entire relationships the student is always encouraged to question the teacher's understandings and to add his own insights.)
- a willingness to try and to test ways of resolving the difficulties.

In the next chapter two case studies are described in some detail. These accounts should help the reader to more fully perceive the program of action described above.

THE PROJECT STAFF AS SUPERVISORS

An appropriate question at this point would be: What was the Project staff's role in aiding the teachers? Essentially, the structure of Phase II provided four ways in which the project staff could be of assistance to the participating teachers. These four ways were:

1. direct supervision of the data gathering done by the teachers;
2. working with the teachers helping them to develop explanations, interpretations and conjectures based on the data;
3. working with the teachers in developing possible programs of action to help the students resolve their difficulties;
4. a weekly two and a half hour seminar in which common problems could be worked out and further training and educating could be offered.

Let us examine the nature of the above four ways as the staff envisioned them.

Supervision of the data gathering: Direct supervision of the participating teachers by the Project staff was organized in the following way. Each of the three staff members were to select four of the participating teachers that they would personally supervise during the course of the staff's weekly Tuesday visit to Neenah. Each staff member would rotate each week to a new group of four teachers to supervise. This was done so that the staff members could be well acquainted with each of the teachers' situations and that the teachers would have the benefit of each of the staff's competencies. A benefit to the staff with this procedure would be one of being able to check each other's work with each teacher so that the teachers were getting the best help possible

The reader will remember that in the early part of Phase II the teachers were to be gathering data for analysis. Consistent with this concern, the staff member would arrive at the teachers classroom according to a prearranged time when the student or students the teacher would be working with were present. The staff member would make observations about the student or students behavior during the class. The teacher would be doing the same. The teacher, of course, would have the additional task of teaching the class. If it could be arranged at the end of the class the staff member would compare his observations with those the teacher had made. Together they would discuss entering these observations in the log and review ways of improving on the teachers efforts at making observations. Briefly stated the staff member was trying to help each teacher carefully and thoughtfully observe her students. He was then insuring that the teacher could enter this observation into the log, stated in a manner that allowed them to be as accurate and precise as possible. The entries were to be as purely descriptive as possible.

Each staff member was to try hard to arrange his visits so that there would be time immediately after class to review what had happened. In the cases where the teachers schedules did not permit this the staff member would make a specific appointment with the teacher when the teacher was free either during the school day or after school.

Supervision did not confine itself to the classroom of the participating teacher. Together, on occasions where it could be worked out, they would make arrangement with another teacher who had the particular student in class, to sit in on the class for the purpose of making observations about the student's behavior. Afterward the staff member and teacher would compare and discuss their observations. Again the primary function of this exercise was to increase the skills with which the teacher made and recorded his or her observations of students. These observations also augmented the data gathered on the student. The students were always kept informed about such arrangements and knew why we were present.

Our presence may have altered the student's behavior. There are two points which should be considered. First the student would be so involved in the program that it would be to his advantage to act in a "normal" manner otherwise he was defeating the project for himself. Secondly, we would always check with the other teacher to determine whether the student was acting within the range of behaviors he showed in this class. If they were different, the teacher would review the situation with the student at the next conference.

As much time as possible would be spent with the teachers helping them to develop the most supportable explanations, interpretations and conjectures based on the available data.

Supervision of the program implementations: As the teachers would work out specific plans which they would see as suitable activities for their students, they would first share these with the Project staff. Together they would examine the correlation between these plans and the profile analysis the teachers would have drawn together for their students. The activities would have to provide the means for the students to work on their needs. These would have to be clear opportunities for the teachers to give help and guidance in these plans. When the teacher and the Project staff were satisfied that the plans met these minimum requirements the teacher would propose the plans to the student. Together they would examine and explore its possibilities and weaknesses. They would be free to change the original plan. It would be our position that once we had carefully reviewed the student's profile and studied the program the teacher would be suggesting that the crucial structures of what would be needed would be clearly understood by the teacher. The staff would work veyr closely with the teachers. Whenever possible the three staff members would meet with the teachers at this phase of the project.

THE EVENING SEMINAR

The seminar would be held every Tuesday from 7:00 p.m. to 9:30 p.m. Sixteen sessions would be scheduled. Generally the first half hour would be used to handle administrative matters and to present lectures on specific topics. These topics were to be selected from the theoretical framework and to deal with specific issues and problems in the implementation of the framework. The next hour would be available to have an open discussion of the topic presented in the first half hour. These topics were to be set at least a week in advance in order to give the teachers an opportunity to think about and prepare themselves on the topic. It was realized that this plan would not always be followed because Tuesday observations may make it necessary to discuss a more urgent matter.

For the next hour of the seminar the group would be dealing with issues that were viewed by the Project staff and based on their observations to be of central concern to the group. In all cases these were to be set at least a week in advance so that there would be opportunity to have given thought and preparation to the issue.

Following this portion of the seminar a five minute coffee period was planned. The next forty to fifty minutes were allowed for the individual participating teachers to raise points of concern that they would like the group to respond to. It was assumed that the teachers would share problems they were having and that they could draw on the resources within the seminars for assistance. By the same token a teacher might wish to share a success that he or she has had that might be helpful or of benefit to other members of the Project.

The final 5 to 15 minutes of the seminar would always be reserved for the scheduling of next week's supervision schedule as well as the discussing of expectations for next weeks seminar.

CONCLUDING STATEMENT - LOOKING AHEAD

The conclusion of Phase II of the Neenah project would bring about the usual last minute preparations for Phase III as well as summary statements about the Phase II experiences. The preparations for Phase III were to consist of working out a time schedule for testing the new students to be selected by the teachers for the next semester.

In order to conclude Phase II appropriately the participating teachers were to be asked to evaluate their experiences and make any suggestions or recommendations concerning the nature of Phase II. In addition, the participating teachers would be asked to prepare a concluding report of their work throughout Phase II. The teachers would be asked to complete the report within two weeks. By the time of the last seminar meeting, the participating teachers would turn into the Project staff all materials such as log books, tapes (video/sound), questionnaires, requested faculty notes, etc. The material would be photocopied and returned to the teachers. The material would form part of the data bank of the Project.

* * * * *

A CHRONICLE

THE FALL SEMESTER - PHASE TWO

INTRODUCTION

As with any training program, that which was planned for and intended, does not occur without some modifications. It is important, therefore, to review the chronological course of events as they occurred.

The reader is reminded of the two basic aims of Phase II. One aim was to assure the effective application of the Phase I training to the actual classroom situation. The other purpose was to obtain a level of competency on the part of participating teachers such that they could work effectively on their own with their students. In order to accomplish these purposes three modes of helping the teachers were employed. One mode was direct supervision by the project staff as they worked with their selected students. Our role was to help them to apply their workshop training to the implementation situations they now were facing. Another mode of help we saw ourselves giving to the teachers was carried on through individual conferences with the teachers. In these conferences many different problems could be discussed including such areas as devising ways to collect data, student-teacher relationships, the teacher's developing self-awareness, etc. The third mode was the weekly two and a half hour seminar. This was designed to supplement the training phase, deal with common problems and issues, and to foster inter-dependent relationships in the Project members as a whole.

On each Tuesday the Project staff would arrive in Neenah by the time the morning classes were getting underway. The staff would so organize itself that each of the participating teachers would be observed in the classroom that contained one or more of the students the teacher had selected to work with. Time would be allotted so that the staffs' observations could be shared and discussed with the teacher, if possible, directly after the class was over. The time immediately after school would be used for scheduling individual conferences where one or more of the staff would meet with the teachers. The evenings were structured for a two and a half hour seminar which was to begin at 7:00 p.m. and conclude at 9:30.

It will be helpful for the reader to keep the structure and organization as described above in mind as we proceed to describe in chronological sequence, the actual events of Phase II. While the basic four part structure remained the same, frequent variations within each part occurred.

Week One:

The first visit to Neenah by the Project staff marked the formal beginning of Phase II. Thus, it was to be an introductory visit designed as an orientation to Phase II and to expose and deal with any problems that might have arisen since the end of the summer training session two weeks prior. The Project staff arrived at the Armstrong campus shortly after morning classes had gotten underway. As the participating teachers had been asked to notify a project secretary of times during the day they would like the staff to visit, the secretary's list was consulted and a schedule organized. The three staff members then proceeded to visit the classrooms of the teachers at their respective schools in the district. This was no easy task as the thirteen participating teachers were spread over five schools. The staff's purpose was to visit each of the teachers in their classrooms for a sufficient period of time to get a basic sense of the students and the school environment. For the three staff members to remain together and visit every one of the thirteen teachers was next to impossible in one day. Seven teachers were scheduled to be visited this first week. The remaining six would be scheduled for the following week.

Each visitation took a little less than one hour and it proved to be a very busy day, indeed, for the staff. Included in the visits were short discussions with the teachers as time permitted. The staff found the junior high and high school still in the beginning stages of organizing, while the elementary schools were well underway. Therefore, the elementary teachers were in a better position to identify the two students they planned to work with while very few of the high school teachers were in much of a position to make their selections at this time. The reasons varied from inaccurate class rosters, classes that hadn't met as yet, and teachers being too caught up in the opening of school classes. Of the thirteen teachers who were encouraged to have made their selection of two students by our first visit, three teachers had made their selections, five teachers had a fairly good idea of who they would ask and the remaining five had no idea at this time as to which students they would select to work with.

Perhaps it would be appropriate at this point to describe the thirteen teachers and their teaching situations. This should give the reader an idea of the range of teaching situations that were involved in Phase II of the project.

There were two high schools in the Neenah district which were divided according to grade levels. The Armstrong campus housed eleventh and twelfth grade students while the Shattuck campus contained the ninth and tenth graders. Seven teachers were at the Armstrong campus; a male shop teacher, a male history teacher, a male archeology/anthropology teacher, a female business education teacher, a female English teacher, a male English teacher and a female German language teacher. At the Shattuck campus there were two teachers, both female, one of whom taught English and the other taught half days in the area of home economics.

Two teachers in the project taught at the junior high level; one male science teacher and one female librarian. The remaining two teachers, both female, taught at separate elementary schools, one of which was in the rural area. The teacher in the rural area school taught fourth grade, while the teacher in the other elementary school taught fifth and sixth grades.

In visiting the classrooms of these teachers, the Project staff was able to get a feeling for the manner in which the teachers conducted their classes and the ways in which they related to their students. Broad ranges of teaching behavior were observed from very strict and unquestioned control to fairly open and free structures. The Project staff did not get involved in discussing the teacher's instructional style. Examining the way the teacher conducted her class was not the focus of our working relations. The task before us was to help the teacher to work in the most effective manner with her selected students. Of course, we could not avoid nor did we wish to avoid discussing her instructional procedures as these affected the two students. These initial visits to the classroom by the staff were helpful in developing a sense of the various instructional styles. With this sense, the staff could begin to conceive of ideas about how they would proceed in their role of assisting the individual teachers to apply their training.

The initial visits went as planned except for two teachers who hinted that they did not believe they had time to carry through with

Phase II. The staff talked at length after school hours with them concerning their ability to continue considering their other commitments. These discussions concluded with an understanding that the two teachers would continue in Phase II for a couple of weeks to test whether they could manage the work. If, after this time, it remained a considerable burden, their dropping out of the Project would be understood. In both cases, time commitments and family needs appeared to be the factors making it difficult for the teachers to continue.

The evening seminar was held as planned. For the first seminar, the staff sought to establish the basic structure as explained in the preceeding section of this chapter. Administrative details were taken up concerning course registration and a discussion of the organization of the schools as they affected visitation schedules. The part of the seminar which would deal with central issues was devoted to a review of the nature and use of the log books. The teachers were instructed and encouraged to use the log books to record every bit of information they could gain on the students they were helping. The validity of the information would be tested before it would be accepted. Our intent was to get the teachers accustomed to the procedures of making recorded observations and collecting data. The log books would be given to the staff member at the beginning of his visit to the classroom. The staff member would return it after class or at the evening seminar.

The teachers were encouraged to make the entries in their log books as objectively as possible and to state them in such a way as to be observations and not interpretations. It was acknowledged that this would be difficult, but that teachers should strive for this goal of stating observations as just that. After some discussion the Project staff agreed to devote part of the next seminar to specific drills and practice in writing observations as objectively as possible.

The remainder of the time for the central issues portion of the seminar was used to get at the problems certain teachers were having in selecting their two students. This discussion went to the end of the seminar, leaving 10 minutes to schedule next weeks' visits.

The problems some high school teachers were having in selecting two students from their class lists were many and varied. At this time the problem only existed for these high school teachers. Some class lists weren't available. Some lists were very inaccurate, and some students, who had signed up for the courses last spring, were wanting to change. It must be acknowledged that for one or two of the high school teachers, the above were no obstacles but, for the rest the problems were definite obstacles. Coupled with the pervading feeling that they were grossly over-worked, certain teachers appeared less willing to put forth energy on the "added" task of selecting students to work with for the project. While their teaching schedules were somewhat reduced in load because of their involvement in the project, these teachers appeared to have the attitude of being convinced that there is never enough time. Only one teacher voiced these opinions. We did believe that two other teachers agreed with her to some degree.

For all of the above problems, the teachers as a group were able to come up with productive suggestions. The teachers who had already selected their students offered the manner in which they overcame the above obstacles. Basically, they took the time to search the files, talk with helpful counselors and chase down particular students in the halls. Beyond this, however, helpful hints regarding which records were most helpful, which counselors cooperated the most, and ways of contacting students who didn't show up for class were offered and discussed. The Project staff took every opportunity to stress the need to select students as soon as possible. Teachers were encouraged to spend more time in selecting students and in consulting their administrators concerning obstacles the teacher felt powerless to handle.

One of the teachers, the junior high librarian, posed a problem unique to her situation. Since she did not have classes which met daily and she was not assigned a home room, her question was: How to organize contact with students she would work with in the library. The comments and suggestions of the other teachers relative to ideas for working with students in a library setting seemed to be supportive and helpful in resolving this teacher's dilemma. If for no other reason the group was able to show her they saw that her situation had real possibilities which they, as classroom teachers, could support. The staff sensed that the librarian wasn't certain of this before the discussion. The director developed a plan with her that they would both visit her principal and work out the plans which had been suggested.

Some teachers had made their selection and had talked with the students receiving both their commitment and the support of parents. These teachers were encouraged to get started making entries in their log book and to hold taped interviews with the students as time permitted. This material would be helpful for seminars in the near future as well as get these teachers started on their plans to help their students.

The seminar was concluded by arranging for class visitations by the staff of the teachers not seen during this week's visit. Teachers were also reminded of the message box procedure established for the purpose of getting information to the staff of changes in pending problems. Because of the distance from Neenah, the staff agreed to have a box on the project secretary's desk in Neenah in which the teachers could place their messages for us or phone them in to the secretary. This should be done if at all possible, one day prior to the staff's visit to Neenah. Near the end of the day the staff will call Neenah for any messages and reorganize their schedule for the next day's visit accordingly.

Week Two:

Classroom visitations on this second visit were conducted on the same order as the first. The remaining six teachers were visited in their classrooms by all three of the staff for about 45 minutes each. As in the other visits some consisted of simple observations while other teachers requested the staffs' participation in whatever activity was going on. Again the purpose of the staffs' visit was to get a sense of the classroom situation and the teachers' instructional style.

The conference time after school found the staff talking with those teachers who were still having difficulties in selecting students. By this time, however, five of the thirteen teachers had not been able to select students. Three teachers had held taped interviews which the staff would take and listen to during the interim period between this vist and the next Tuesday.

The evening seminar was designed to extend the training with the help of a video tape made by the Project staff. The video tape was of a simulated classroom teaching situation. The teachers were given specific instruction in making observations, entering them on log sheets and analyzing them according to Erikson's framework. Each teacher selected a particular student whom he would observe. After the 30 minute tape the teachers would write down their observations as objectively and accurately as they could. They then employed the ego-stage framework to classify the behaviors. The teachers identified the major ego-stage crisis which the student's behavior exemplified. The observations and interpretations as written were discussed by the group as a whole. The exercise was seen as a beginning experience and the teacher determined that they needed more work of this sort. It was decided that the exercise would be repeated at the next seminar.

The remainder of the time was spent on discussing initial problems teachers were having with students they had selected. The discussion centered essentially around two high school students who, from all indications, were dropping out of school. The teachers that had selected these two students had been working closely with the counselors and the students but, by all appearances it seemed that the students were going to drop. This appeared to be a decision the students and their parents had come to over the summer.

WEEK THREE

With the initial classroom visits completed, it was time for the staff to reorganize itself into individual supervising units. During the week prior to this visit the staff met to divide the thirteen teachers into three groups. These groups were divided according to schedule and location. Once organized each of the three staff members selected one group which they would supervise on the next visit. The staff members would rotate from the group they supervised the last visit to a new group the following week. At a weekly staff meeting which was held back on campus each staff member would discuss the teachers he had supervised for the staff member who would be supervising the particular group in the coming week. Tapes of the teacher-student conferences were reviewed by the staff member who collected them and returned to the teacher with written comments via the staff member with whom the teacher would be working the next week. If the teacher needed additional information concerning the tape, he would make an after school appointment with the staff member who had reviewed the tape. The whole purpose of this rotation system was to keep the teachers responsible to the three staff members. It was also used so as not to deny any teacher the opportunity to gain from the varied capabilities of each staff member. Finally, the rotation system was used as a checks and balance system among the staff so that each staff member could check his observations and perceptions with those of the other staff members.

The teachers were notified a day in advance which staff member would be helping them that week. When the staff member arrived at the teacher's classroom he requested the log and asked the teacher to subtly point out the selected students. For the class period or however long a time the supervisor's schedule would permit, the staff member observed the students' behaviors and how the teacher transacted with the students. Each supervisor strove to make it clear to the teacher that while his specific observations may have implications for the manner in which the teacher transacts with the class as a whole, his only legitimate responsibility was that of assisting the teacher in applying his training to the selected students. It was intended that the teachers would expand on any broader implications of the supervision on their own.

By this third visit all but one of the teachers had selected their students. Three teachers had to re-select their students as three of their original choices had dropped out of school. In each case the students had come to school very few times since school started and then rarely for the whole day. In each case the teacher was able to secure another student that met the Project's criterion.

The supervision part of the day went well and while all of the students weren't observed due to conflicts with the supervisor's schedule, each teacher working with a class that contained at least one of the selected students was observed by a staff member. After the class the supervisor reviewed his observations of the student and compared them with the teacher's. They then reviewed the procedure for entering the observations in the log. Finally, the supervising staff member shared with the teacher his observations of how the teacher transacted with the student. These were then discussed and ideas concerning the application of the training were shared.

After school the staff members spoke with those teachers whose schedules had not permitted such a discussion after the class visit. In addition, one teacher had dropped from the program due to family reasons and a conference with that teacher was held during this time.

The evening seminar consisted of a brief lecture on observations followed by an exercise of recording behavior based on a video-tape of a classroom. This was a carry over exercise from the previous week. This time the group was divided into three subgroups, each member wrote his observations of a particular student on a transparency. Each member then shared their transparency with the subgroup for the purpose of evaluating the accuracy and objectivity of each entry. A staff member worked with each group.

Once this was completed the group as a whole was asked to review the ego-stage specifications of the Eriksonian framework. Following this the group discussed individual problems concerning their classroom efforts in applying the framework. In conclusion the rotating supervision schedule was reorganized for the following week. Since all the students had now been identified, a schedule for the administration of the experimental instruments was organized.

The staff collected five more tapes of conferences between teachers and students. The two tapes collected previously were returned. One of the interview tapes was conducted very well while the other teacher's interview was not well done. The tapes were reviewed with each teacher. Additional assistance in conducting an interview was offered by the staff to the teacher who had had problems.

The Project staff had come to realize that the teachers needed help in conducting conferences. That help was needed was evidenced by their conferences which were dominated by the teachers' long and involved questions and explanations. The students were seldom given the chance to say what was on their minds. The teachers appeared unable to wait for the students' responses but would jump in to help the students to answer. In the week between visits the staff put together a training program to help teachers learn how to conduct a more relaxed, informal and exploratory conference. It would be used at the next week's seminar.

WEEK FOUR

With the testing of students added to the normally hectic schedule, this visit needed to be highly organized. Testing took priority over everything and as a result the schedule for supervision was organized around it. Despite the many tasks, this visit went well. Unfortunately another teacher dropped from the project due to health reasons. Since the beginning a high school home economics teacher and now an elementary grade teacher were lost to the program. These were the only teachers to drop out of the Project.

A student who had been selected dropped out of school. It would appear that our method of selecting students in difficulty was sound.

At the start of the seminar the audio tapes were returned to the teachers. One teacher had a few pages of his log copies and the group now took the opportunity to review the nature and quality of the observations as recorded. Following this a video tape of a conference with a high school student which had been produced by the staff was viewed and discussed. Further guidelines were offered by the staff and the commitment to work with each teacher individually in sharpening their conferencing skills was made. This activity was followed by further review of ego-stage specifications. To do this the group was divided into three subgroups, each chaired by a staff member. Following this a teacher whose student was considering dropping out of school sought the groups' ideas on how to handle the situation. Whatever the possibilities, all of the teachers appeared to agree that the teacher should examine alternatives with the student and encourage the student after considering his alternatives to select the course of action he deems most desirable.

A word more about this particular case might provide some insight into the benefits of the Project. During the discussion of this case the teachers and staff sensed that the student was feeling trapped into a particular course of action. In this particular case, the teacher, who had been pushing the student toward a particular alternative at first, gradually was able to help the student arrive at a decision which he felt good about. It involved going to school part time under a special program, geared more to his circumstances, and taking a half time factory job organized around his schooling. All the teachers began to understand through this case what Erikson had tried to explain in his discussions on identity moratorium. One of the major insights we gained was the extent to which both schools and society cut short the real explorations of alternatives for youth.

WEEK FIVE

Supervision proceeded as planned. All teachers now have their students selected and were well underway in gathering data on them. Conferencing skills were developing well and log entries were more descriptive and less evaluative.

Much time was spent in the seminar on reviewing and discussing samples of log entries. This was made possible because several teachers offered their entries on observations and coding for discussion. This involvement by the teachers showed a deep commitment to the Project and their willingness to risk.

The Project staff began to more fully realize the importance of observing the students in other circumstances than with the Project teacher. The realization was strengthened by listening to the teachers discussing their selected student's behaviors in other classes. Some of the teacher's colleagues reported identical observations of the students' behavior and others were in direct contrast. This gave rise to the issue of how accurate the teacher's observations were when limited to personal conferences and observations in the teacher's classroom. The teachers themselves were encouraged to sit in on other classes where a teaching colleague would permit and observe their selected students behavior. Casual observations of the student's relaxing in the various lounges as well as direct contact outside of the teacher's respective classroom was encouraged. Permission was secured from both the faculty and students involved for a staff member to sit in on other classes. As the schools generally had frequent visitors, this proved little distraction in the classes.

The evening seminar began by sharing feelings about Phase II as it had developed so far for everyone of the teachers and staff. Each person took about five minutes to make whatever comment concerning Phase II he/she wished. The origin of this discussion rested with a growing concern among some of the Project staff that the teachers seemed to be getting bogged down in the Project and a certain dynamic quality in the spirit of the teachers in working in the Project appeared wanning. In the comments that followed there was little support for the above suspicions. Teachers acknowledged that they were tired and some expressed some frustration at not being able to put the time in on the Project that they had hoped to but, by and large, felt things were progressing well. Many expressed the feeling that they were being rushed through things by the staff and not being allowed to take the time necessary to really feel comfortable with their skills and knowledge. The discussion appeared to provide everyone with much needed feedback. The group seemed much more united in purpose than it had been.

The remainder of the time was spent on a discussion of body language which grew out of a request the previous week by a group member. The request for a discussion of body language and the basic concepts of its meaning came because in their observations the staff often referred to body postures and motions. A video-tape was produced by the staff during the week illustrating body language in a conference session. A lengthy and useful discussion ensued to the end of the seminar.

WEEK SEVEN

The supervisory visits of this week uncovered a belief among three of the teachers that they did not have the right to ask extra time of their students for individual conferences. The reason behind this belief stemmed from a lack of the teachers' faith in themselves that they could conduct the conference in a meaningful way. The teachers had held a few conferences anyway because it was part of the Phase II design, but the quality of the conferences had declined rapidly. The students sensed the uncertainty of their teacher and realized the conferences were not helping them progress toward the goal of increasing their academic achievement. These students became increasingly difficulty to schedule conferences with and they allotted a lessening amount of time (as little as 5 minutes in one case) for the conferences that were scheduled.

The staff reminded the teachers of the commitments to the teacher and the project the students had made in the beginning of the semester. The teachers' own goals with the students were reviewed because in this instance the teachers had lost sight of them. In the few short weeks following this discussion the staff would observe some dramatic changes in two of these teachers.

The evening seminar focused on the experience of certain preselected teachers as they shared with the group problems and successes they were having with their students. Half of the teachers would share their experiences this week and the other half would have next week. These activities took up the whole of the seminar time. A growing underlying theme of the teachers' concerns is becoming evident in the discussions. They are ready to work on coding their information and establishing specific courses of action with students in helping them resolve barriers to their achievement. With this message well received, the staff returned to campus and began to firm up lecture material as well as code students themselves. Plans of helpful courses of action would have to be worked out by the teacher in cooperation with the student. The staff began to prepare, however, to give advice and counsel if needed.

WEEK EIGHT

Supervision proceeded as scheduled on this visit and the staff was beginning to make fewer student observations and concentrate more on the data the teachers were collecting. Each staff member was now assigned to specific teachers and the rotating system was canceled for the remainder of Phase II. This was done because the teachers now seemed quite capable in conferencing with the student and in gathering analyzable data. Now it was time for the teacher to synthesize the data and begin to develop courses of action with the student. For these purposes, which would require intense and consistent supervision, the rotating system was not very appropriate. The goal of the staff was to guide the teachers in working with the students in resolving barriers which were preventing them from achieving in their school activities.

The evening seminar focused on the experiences and problems of the remaining teachers who had not shared with the total group their experiences in working with their students.

WEEK NINE

The staff spent their time working with their respective teachers. The help was well received and the teachers were moving forward most constructively in developing instructive plans.

The evening seminar focused on value systems and roles according to the Eriksonian framework. Additional discussion was directed at ways of helping students to view themselves in a realistic manner and assisting them in making use of available alternatives.

WEEK TEN

Supervision continued this visit as it had in the past two weeks. Some students were observed outside of the participating teachers class. These data were collected to help test the teacher's analysis of the student's difficulties. Most students were not observed by the staff on this visit.

Most teacher-student relationships were proceeding in a productive manner. Two types of problems did arise and should be noted because they indicate what can occur during the life of an in-service project. One student who had very poor health had to be withdrawn from school. The other case illustrates a poor teacher-student relationship. The teacher was required to take much initiative but failed to do so. The student appeared to interpret the lack of her initiative as disinterest or even lack of commitment. The teacher was encouraged to continue to try. She did make some efforts but by then the student was demanding almost more demonstration of commitment than could be given by a teacher. The problem thus had worsened so that any new attempts at reaching the student was made almost impossible. It was in large part the teacher's sense of failure that terminated the relationship. The student went back to the peer group and found support. He also got into the same type of difficulties the Project tried to help him to stay out of. It is obvious from this case that once a teacher opens the relationship he/she must be willing to go the extra feet that are required. Trust is not easily built up with children who have had many mistrusting relations with adults.

In the first half of the evening seminar we viewed and discussed a video-tape the elementary teacher had made. It was of her class in the gym period and there were some excellent sequences on her two selected students. The high school teachers found it very helpful because it showed very clearly the earlier ego-stages. It also provided observations on body language. The staff tried to encourage other teachers to make video-tapes. (This was the first and last video-tape made by any teacher.)

The second half of the seminar focused on Chapter VI of Erikson's Identity: Youth and Crisis concerning problems that youth encounters.

WEEK ELEVEN

The Project staff at its planning session determined that all teachers had enough data to begin the development of their students' profiles. This would then lead to the development of instructional plans for these students. Some teachers had already moved forward on these tasks and had accomplished a good deal in implementing a program of action. Our plan was to end any further observations of students and deal directly with the teachers' data only. Where insufficient data existed the teacher would be shown the problem and encouraged to collect the needed information. The staff would not, however, help in a direct manner in this activity. The teachers would be encouraged by the staff to take increasingly more responsibility in resolving problems and dilemmas they might be confronted with. The staff would hereafter serve much more as a sounding board for the teachers but would decrease the amount of involvement in decision making. The central objective in this change of supervisory role was to encourage the teachers to rely on themselves and their colleagues which would hopefully continue into the future when the Project staff was no longer available.

In an effort to accomplish this, the staff decided that it would meet with each teacher as a team and hold individual conferences with each of them. The teachers did not seem to mind this change in roles although some hinted that they weren't very willing to depend on themselves. Others welcomed the opportunity to depend more on their own resources.

Some rather dramatic results began to occur with this change. Most importantly, several of the teachers took a renewed initiative in working with their students. Two teachers took ahold of their situation and made tremendous advances. With only one exception the teachers relationship with their selected students moved to a more responsible and helping one. The students' behaviors as reported in the teachers' logs showed a more willing attitude to confront and work on academic and school-related problems. The observations showed these students demonstrating more responsiveness to teachers and willingness to take hold of things themselves. We wondered whether the sense of autonomy created the needed initiative and work.

The seminar was organized into three subgroups with one staff member in each group. Our aim was to give every teacher as much time as possible to talk about his or her difficulties, successes, plans and ideas. This was part of the altered approach by the staff designed to encourage the teachers to rely on their colleagues in the Project. The staff members intended to act more as chairmen than as resource persons.

The second half of the seminar time was taken up completing a review of Chapter III in Identity: Youth and Crisis.

For the next visit each teacher was asked to summarize their codeable data for each student. That is to say, a teacher would lay before him 12 sheets of paper, two sheets for each ego-stage (i.e. I+ and I-, etc.). Any entry or comment that was coded to a particular ego-stage would be recorded on the appropriate sheet. When all the data had been recorded, the total set of entries would be examined. From these summary sheets the teacher would explain her analysis of the student's ego-stage concerns. That is, the identification of problem areas. The teacher was then to set forth a plan of action (program) that could be employed to help the student with his problem areas. The staff members would do likewise for those students of those teachers they were helping. While each teacher would review their analysis at a conference with the whole staff, the staff member responsible to this teacher would take the initiative in directing the conference.

WEEK TWELVE

The staff found the conferences with teachers concerning their analysis of their selected students very productive and insightful. No teacher left these conferences without having worked out a specific course of action for the ensuing week. The seminar continued as it was structured the previous week. The first part was devoted to a discussion among the teachers concerning problems and implementation of plans.

WEEK THIRTEEN

There was not as much supervision as usual because Armstrong campus (high school) was having what was termed an "X day." Regular programs were not held in order to permit special programming. Four high school teachers were unavailable for conferences and three were absent from the seminar. Visitations were scheduled and conducted with those teachers who were available and the exercises planned for the seminar were postponed as the staff believed it was important for all of the teachers to be present if the exercises were undertaken. Thus the seminar time was spent with the staff working with the teachers present on problems and issues concerning their work with students.

WEEK FOURTEEN

The conferences with the teachers, which were being recorded by the staff as a data source, held considerable satisfaction for the staff as the teachers demonstrated increasing ability to determine effective and productive courses of action in working with students. Generally these courses of action involved a frank and a constructive discussion with the student of problems the student was having in school. There was not a case in which the students tried to deny that they were having school-related difficulties. The students verbalized their problems in the course of the discussion with the teacher. The identification of problems formed the basis from which the teachers could offer help to the students. Together with the teacher, students were beginning to take definite action toward resolving problems hindering the quality of their school life.

The evening seminar, with all teachers present, was spent on two exercises on confrontations. The reason for these exercises was based on the evidence that the staff had that the teachers were not very skilled at handling productive and positive confrontations with students. Either teachers shied away from open confrontations and therefore not helping to bring into focus the main issues or they exercised a dominating confrontation in which they defined the problem and prescribed the solution for the student.

In preparation for the first exercise, one of two-way role playing confrontations, the teachers had been assigned to read a model and guide for productive confrontations contained in Johnson's Reaching Out the previous week. The teachers were now divided into subgroups of three, each taking a turn at one of three possible roles: a confronter, a confrontee, and an observer. Five minutes was allotted for a confrontation, followed by five minutes of discussion led by the observer as to the types of confronting statements the confronter used according to Johnson's model. Following this discussion, each member would switch to a different role and the process would begin again. The exercise provided a fairly relaxed and often humorous context for confrontations.

The next exercise brought confrontation to a more real and personal level. The exercise took the entire second half of the seminar. The group was formed in a circle of chairs. The exercise itself consisted of each member in order moving around the circle. The sitting member stood as the rotating member came to his chair. The rotating member put his two hands on the standing member and stated his perceptions and feeling he had about this member. The person being faced did not respond. The rotating member was to take no more than two minutes with each member. When one person completed the round with each member he resumed his chair and the person next to him stood and rotated around the group. While a person was proceeding around the circle the other members recorded on their individual sheets their reactions to each of the confrontations. It was intended that at the end of the exercise these sheets would be given to the appropriate member.

The exercise went well. In only a few cases was it difficult for a person to state their feelings to a particular member. The group completed the exercise feeling that it did not want to change the mood or proceed to other concerns. Most members quietly left and the pervading sense of feelings was one of thoughtful intimacy among group members.

WEEK FIFTEEN

This week was the last formal visit of Phase II. Conferences were scheduled throughout the day and were conducted in the same manner as before. Summary reviews of the teachers work with students and a discussion of future efforts were discussed in these conferences. The staff sought to provide final assurance to a few teachers who remained somewhat doubtful that they could apply their training effectively without staff supervision.

Retesting and data organization. The last formal visit of Phase II by the staff occurred during the first week in December which coincided with the end of the University semester. The semester for the Neenah

School System didn't come to a close until mid-January. Therefore, the Project staff postponed retesting students and teachers until mid-January. The same instruments and structure used at the beginning of the school year were used this time.

On campus, the staff worked to copy the data the teachers had given them on their students. Log entries were copied and taped interviews were placed in sequence on a larger master tape for each teacher. Taped conferences between staff and teachers were also organized.

All material that was written was placed in a master book for each teacher. These books contained four divisions; notes on teachers (notes made by the staff of observations of teachers), data on students (basic information on students to include the supervisors observations), taped data (any tape made by a teacher and reviewed by a staff member was recorded in this section to include the staff member's evaluation), copy of the log (a complete copy of the teacher's log on their selected students).

SUMMARY

The Aims: The aims as an overall goal can be broadly stated as the implementation of the epigenetic framework in a school setting to help students resolve their school-related difficulties in constructive adaptive ways. In more specific terms, there were five basic aims.

1. Help the teachers select the students who would be included in the project.
2. Help the teachers to develop the means and skills for the collection of data on the students.
3. Assist and guide the teachers in their helping relationships with their selected students.

4. Work with the teachers in developing and carrying out appropriate and instructive supervision.
5. Work with the teachers in arranging, programming and conducting the weekly evening seminar which would be designed to further their skills and understandings.

The achievement of these aims varied among the teachers. In general we have been able to demonstrate that:

1. Some teachers can understand and apply the ego-stage framework to the school-related difficulties students are experiencing.
2. Some teachers can develop constructive, working and helpful relationships with their students based upon their understanding of the epigenetic framework.
3. Some teachers can develop programs of action based on their knowledge of the student's ego-stage profile.
4. Some teachers can accept and further supervisory relationships. (They can encourage and accept criticisms and build upon them.)
5. Some teachers can accept the mutual responsibility, with others, to develop learning environments.

Chapter Five presents the evaluation results on the project in much greater detail.

Problems Encountered: We discovered that the teachers were not skillful in conducting conferences. We should not have been surprised at this because teachers are not trained to conduct conferences. In order to help the teachers we had to immediately construct a basic program to meet their needs. The training we provided made a noticeable change in their ability and confidence in conducting conferences.

In our work with the teachers we became aware that they were not observing messages students were giving them through their body language. We developed video tapes to illustrate the messages which one can read by observing body language. The discussions which followed and the observations which were made subsequently in their logs demonstrated the value of the instruction they had received.

Initially the teachers were not as adept at carefully listening to and hearing what their students were saying to them as the staff expected they would be. Part of the Phase I training program sought to develop this skill through the use of case studies. More extensive work was needed in Phase II for teachers in transferring this skill from case studies to actual on-going transactions. As the title of the report would indicate our continual emphasis on teachers carefully listening to their students was of basic importance to the success we achieved in the Project. Teachers learned to listen carefully and the students not only appreciated it but learned to share their problems meaningfully with the teachers.

The teachers on the whole found it difficult to confront their students constructively. We discovered that most encounters teachers have with students are frequently resolved by displays of power, coersion or manipulation. Our proposal was that the encounters should be based on an open confrontation of reality. We did not attempt to deny that reality is viewed subjectively but we proposed the teachers were in a position to help the students to begin to view reality intersubjectively. The teacher's attitude of extending help and the teacher's knowledge of the epigenetic framework could serve as the basis for this constructive confrontation. It is apparently easier to dismiss students with school rules than to patiently argue with them. Confrontation means involvement and that is what a good teacher desires and what children in trouble crave.

When the teachers learned to confront students, we began to see in both students and teachers a deeper sense of involvement and regard.

In the initial period of the Project some teachers expressed great insecurity. We were struck by the lack of self-esteem these teachers possessed. It was hard to recall that the principal had classified these teachers among his best teachers. We could not but wonder how insecure many teachers must feel and how they must suffer from low self-esteem. As the teachers worked more with the framework most became very self-assured. Many of the teachers needed much support and encouragement.

The Project staff was surprised at how much and how often several of the teachers complained of having too little time. Although the teachers were perhaps busier than most teachers we began to see their grievance more as a symptom than as a problem.

In discussing this situation it is important to state the staff's perceptions of the teachers involved in the Project. All were well respected in their schools by both faculty and students alike. They were seen as being good teachers. They were appreciated and liked by their principals. They all were quite involved in the work of the school and school system beyond their classrooms. They impressed the staff with their commitment to students and education and appeared to be bright, intelligent adults. What then should cause them to demonstrate the feeling that they did not have time to do "anything well?" One logical answer is that they were, in fact, very busy. Yet among their number were other teachers who were equally busy and who did not speak about the shortage of time. The experiences with this group of teachers hints at a plausible explanation.

When the project was originally conceived, every effort to make it as efficient and as realistic in terms of time demands as it could be, was made. Phase I, the summer workshop, provided a high level of specific training. The plan was to give the technical and theoretical training before the school year in order to leave the teachers free to concentrate on the implementation of their knowledge when school began. The Phase II program, however, demanded something of teachers beyond technical skills in order to be effective in developing helping relationships with students. Such relationships demanded much growth from the teachers themselves. Teachers rarely, if ever, attain a degree of involvement with students as was required in this Project or to work at getting at the real problems facing their students. For the Project teachers personal barriers had to be examined and dealt with in order for them to develop a relationship. This self examination was necessary before they could be of genuine assistance to the student rather than operating on the usual and more superficial levels that often avoid or go around basic problems. Facing oneself and confronting the changes that must be undertaken in one's own world were painful for the teachers as they would be for anyone. There is a natural tendency of people to make personal adjustments and changes slowly, if not, in may cases, reluctantly. The teachers in this Project frequently complained of how busy they were. As we began to view it, they appeared to use this as a means of slowing down confrontations with change. It could also be a rationalization for not being able to make the adaptive changes. As the semester progressed the teachers who had been short of time began to find more time to observe and conference with their students. One teacher explained it as being more organized. We observed that perhaps the organization involved more than the organization of the teacher's schedule. Other evidence that seems to lend credence to the explanation is the fact that those teachers who gradually but convincingly made needed changes and adjustments in themselves no longer spoke of being too busy and saw their work with students as a new challenge. To the staff, these teachers gave evidence of being more busy than they ever were. Conferences between staff and teacher were characteristically exciting, intense, and more directed.

Greater consideration of this problem as explained above needs to be given in reexamining the Phase II program. It is proposed that there should be exercises that are designed to encourage and assist teachers in making necessary changes in themselves in a more organized manner. It is also believed that it would be possible to build into the program open conferences with the teachers and staff right from the beginning. Topics discussed would be open but direct focus on any hesitancy to make necessary changes should not be ignored. In a very real sense the staff would be working with the teachers in much the same way the teachers would be working with students.

Modifications and Changes: We were uncertain at the outset what would be the most effective way to distribute the supervisory roles. The original plan was to rotate the staff as supervisors among all the teachers. This plan was helpful in getting the Project under way because this plan made it possible for every teacher to be visited each week and to have the perspective of three staff members. While the rotating system worked well for a time, as the teachers became more intensely involved in their students more consistent supervision appeared more helpful. The supervision then moved to conference periods without direct observations of the teacher. This was to encourage the teachers to be more on their own. Finally we instituted a conference period with the three staff members. This step was taken to increase the scope of views which could be brought to each case. At this point this type of supervision was seen as encouraging the teachers to offer and defend both their analyses and suggested plans of action. We were pleased with the way these conferences progressed.

There was some variation of the evening seminar toward the end of Phase II. The variation was simply that more time was needed for exercises and discussion of teachers' materials. The material, the group agreed, was of foremost concern and therefore warranted the time. Two seminars were used to have each teacher share their experiences and discuss them with the group as a whole. Such activity was agreed on by the group and it gave every evidence of being worthwhile.

Finally, there was some variation in the use of taped data as a resource for seminar discussions as had been planned. Only one teacher made a video tape of her class. For the other teachers the possibility of video taping, while available, seemed to be too much of a hassle to be worth its while. Audio cassette tapes were widely used but were seldom selected for use in the seminar. The tapes appear to be less helpful in the seminar discussions than the comments of the teachers themselves.

A Final Word: Both personal perceptions and available evidence supports the conclusion that we were able to help the teachers to understand and apply the epigenetic framework. Data to be presented in chapter five will more clearly document this point. It is difficult to conclude this chapter without expressing the enthusiasm and satisfaction we experienced as we began to see the successes many teachers were having. The project had had many successes, some failure, but in total it would have to be viewed as a solid achievement in terms of the aims that were set for the Project.

CHAPTER FOUR

CASE STUDIES

DAVE

This is the story of Dave, a twelfth grade boy who was in a social studies class of one of the teachers in the Project. The case is a good example of what can be done with the framework and especially in regard to diagnosis. The social studies teacher, Mr. Williams, made extensive notes and worked very hard with Dave particularly at the beginning of the semester. Although other teachers spent a lot of time on the Project, Mr. Williams' enthusiasm and effort were unmatched. Our description of this case will have four parts: (1) the selection process, (2) the diagnosis, (3) the treatment, and (4) the effect. Our description includes only the first semester during which Mr. Williams was supervised by the Project staff.

THE SELECTION PROCESS

By our first Tuesday visit during the fall semester Mr. Williams had gone through the files of the students he would have in his classes during the semester and had identified two possible students. Dave was one of these. Mr. Williams had obtained transcripts of Dave from the 4th to the 11th grade. His grades from the 4th through the 8th grade were predominantly C's with occasional B and D grades. He had only A's in the sixth grade of grade school. At the high school level his grades were somewhat worse. Through the 11th grade he had 9 C's, 10 D's, 3 B's and 1 A, and 1 F. We had 5 group intelligence scores for Dave; they were between 95 and 111. With this information it appeared to Mr. Williams and to us that Dave was quite likely underachieving. Dave seemed to be the kind of person we wanted the teachers to work with, and the kind of person we thought could be helped.

THE DIAGNOSIS

It was in this area that Mr. Williams spent considerable time and did an excellent job. He arranged several conferences with Dave early in the semester and wrote many pages of observations. In addition to this he solicited information from all teachers who currently had Dave in a class or who had had Dave in a class the previous year. He did this by distributing a stencil to the teachers asking for their written comments.

In the space we are devoting to this case it is not possible to review all the information collected on Dave by Mr. Williams, but we would like to give the reader an idea of the type and quality of observations made.

From the information collected from the other teachers Mr. Williams learned that almost unanimously they found Dave quiet, soft speaking, and rarely willing to contribute to class discussions. They did not find Dave unlikable, however, and they usually said he showed indications of trying in class. Another tendency of Dave's was to turn in assignments late.

Mr. Williams made many pages of written observations. Here are a sample of some of those observations:

> "I watched Dave while a movie was being shown. The film was 1 hour in length. I noted Dave sat immobile for most of the time.
> "(His) arms (were) folded when he felt he might be called on for demonstration in class.
> "Dave has been late for class twice this year - class has met four times.
> "Was on time (today), volunteered several answers - the first time.
> "Dave seemed more relaxed as he came into lecture, (his) face broke into a freer smile."

A great source of information about Dave came as a result of conferences Mr. Williams had with Dave. Mr. Williams tape recorded one of his long conferences with Dave and then transcribed parts he felt were relevant, and which could lead to an accurate ego-stage description of Dave. Here are some of the things learned about Dave as a result of this conference.

> He enjoys gardening and watching things grow. He feels nature is friendly yet, as a youngster, enjoyed destroying insects. He recognized that he spoke softly and thought that perhaps it was because he had a large family that lived in a small house. He felt he didn't have any skills and that he wrote poorly. He chose not to go to church with his parents despite their objections. He felt very strongly about this and I said, "(I) didn't feel right with going - (I) couldn't just do it without enthusiasm." He also seemed at times to know his mind, "If I didn't like something I wouldn't put up with it." At times concentration was a problem, "Sometimes I can't keep my concentration on - some things are hard to keep your mind on."

Mr. Williams also used class assignments to get information about Dave. In one assignment Dave was asked to describe himself in terms of the different roles he had. Among his responses were:

> son, grandson, older brother, friend, student, athlete, adult child, gardener, athlete, nature observer, and employee.

As this information was received and recorded Mr. Williams would analyze it in terms of ego-stages. After about four weeks of data gathering, Mr. Williams believed he was able to organize the data into ego-stages and make a diagnosis. The first thing he did was to organize all the statements and observations he had made according to ego-stage. His next step was to look at the data on each ego-stage separately and comment on Dave's behavior with respect to that ego-stage. The following is Mr. Williams summarized analysis:

I. No trust problem except relative to future

II. Autonomy is no problem except as fear of initiative "curls" back on it.

III. Initiative is a problem to the point of constriction in present solution to solve it by travel.

IV. Despairs of Tools - but industry is constricted by failure to initiate clearly.

V. Find identity in garden - nature - casual friendships, Eastern religion, and home to the (degree he can't break away - problem here)

VI. Can't build in the area because he can't initiate - and free self from Dad - home - church.

Mr. Williams concluded that the root of Dave's problem lay primarily with his inability to take initiative. This inability had an effect on his autonomy, industry, and intimacy. Although we have quickly summarized Mr. William's ego-stage conclusions here, we want to make it clear that these conclusions were drawn only after a great deal of discussion, analysis, interpretation, and re-evaluation of the observational data.

THE TREATMENT

During a conference with Dave, Mr. Williams shared with Dave some of his observations. Dave was accepting of these and agreed to try some things Mr. Williams suggested. Since Dave rarely contributed in his classes it was suggested that he make an effort to comment in each class. It was also suggested that he speak to five new people a week in hopes of making new acquaintances. Mr. Williams had noticed that Dave had a tendency to start to smile then quickly cut off the smile. His smile was restricted. Dave was aware of the fact that he did this, so it was in addition suggested that he make an effort to smile to completion. As can be seen these were all activities that would require Dave to take initiative, and the fact that they were suggested were a direct result of the diagnosis. It should also be emphasized that Mr. Williams was quite open with Dave and that he discussed both his observations and his suggestions with Dave.

THE EFFECT

In his final report Mr. Williams said that he believed he could report positively regarding Dave. He believed Dave was beginning to take more responsibility for his life, that he had "loosened up," that he carried himself more freely and openly. He described Dave as now moving toward things and forward. "He is moving toward the day, moving toward his tasks, moving toward his friends." This was seen as evidence of a greater ability on Dave's part to take initiative. He was also observed as having become ammore "realistic" member of his group of friends feeling them out more, being sought out more, and being more cooperative. Mr. Williams cited other evidence indicating that Dave "had been relieved" of some of the guilt that had restricted him. His voice was not as soft, his school attendance had improved, he was tardy less often, he was observed initiating conversations, and in general he appeared "far less rigid." Dave's ability to take more initiative was seen by Mr. Williams as the basis of a stronger self identity, and also leading to greater industry with Dave beginning to take pleasure in his accomplishments. In conclusion Mr. Williams said that in his work with Dave he had "a positive and rewarding feeling."

JUDY

The following is a case study of an eleventh grade girl, Judy. Mr. Benton was Judy's English teacher. The semester was only two weeks old when Mr. Benton approached Judy after class and explained the nature of a training project he was participating in. He explained that he was selecting two students who were not doing as well in school as their records showed they could do and that he would work with them in an effort to improve their scholastic achievement. Mr. Benton went on to explain that the students would be expected to take some instruments administered by the Project staff and to allow time for periodic conferences with him. Some of these conferences would be taped with the students' permission so that Mr. Benton could analyze how well he was communicating with her.

Judy was very receptive to the idea and stated that she had not been pleased with her past grades and had no idea why they were declining. Judy was most anxious for the first conference with Mr. Benton and checked with him within the next day to set a definite time.

Judy appeared initially to find Mr. Benton a man in whom she could trust and who could listen to her every concern. Early entries in Mr. Benton's log recounting the periodic contact he had with Judy were as follows:

> Sept. 10th, 9:00 A.M.: Judy stopped me in the hall... It seems her best girlfriend has stolen her boyfriend. She was concerned but did not exhibit any outward signs. She had been going with the boy for one year.
>
> 1:20 P.M.: Judy stopped by to ask if there would be assigned seating in class. She did not want to sit next to Sharon (the girl who stole her boyfriend).
>
> Sept. 13th, Conference: Judy feels that school comes easily for her sister, Liz, and that it is a problem following a successful older sister... She (Judy)

> said that she doesn't really think ahead but lives on a day to day basis... As she babysits 4 nights a week, it is often difficult to finish her school work.
>
> Sept. 18th, Conference: "(Classes are) harder than last year. More work to do." ...she doesn't like to read. She feels as though she is falling behind. "...I don't understand what I read." ...If she sits by someone else who is working then she works. ...(Mary feels) Sharon is going after her new boyfriend. (A close friend of Mary's previous boyfriend.)... Mary also dated Craig, whom one of her other girlfriends was interested in.
>
> Sept. 19th, Class: Mary tended to daydream. She was not paying attention to what we were discussing in class.

Mr. Benton was beginning to get some basic information with which he could begin to understand Judy's problems and concerns. Since the issue of her not understanding what she was reading was frequently mentioned, Mr. Benton arranged with Judy's permission some evaluative testing by the reading specialist. The findings would show that Judy's basic skills were fine but her comprehension was low. A specialized program was arranged for Judy to work on her comprehension.

Mr. Benton began to see Judy as a basically happy person who liked to tease and have fun and who tried not to let hurt feelings show. Judy talked easily and was ever willing for whatever contact with Mr. Benton there was time for.

Mr. Benton perceived Judy as working on her identity as the Eriksonian framework predicts. Her behaviors and verbal statements all reflect a dominant theme of "who am I" and what role do I play in the social world of which I am a part. The question Mr. Benton is contemplating in his mind is are there problems in Judy's effort to establish her identity that are taking up so much of her energy that there is little room for school work? Additionally, could there be a problem carried over from a previous ego-stage which is affecting the way in which Mary is functioning in school?

Are her academic skill levels low promoting a feeling of inferiority of the type in Erikson's Stage IV? Is there evidence reflecting problems from other ego-stages. The incident which follows, as recorded in Mr. Benton's log, would do much to expand his understanding of Judy's concerns with stage III.

> Sept. 24, 11:00 A.M.: I encountered Mary in the commons again. This time she was with her sister and some friends. I stopped to tell her that I had taken care of her absence from homeroom. Her sister (Liz) wanted to know why I don't talk to her anymore. I said, "Your sister (Judy) is prettier -- and thinner." This evoked several comments from Liz to the affect that she was thinner than Judy. Judy responded with, "But I have a bigger bust than yours." Liz: "But I can see my toes." I (Mr. Benton) quickly retreated.

The incident made it very clear to Mr. Benton of the intensity with which Judy competed with her older sister. Clearly Judy felt her area of success in this competition was not in academics but in physical attractiveness and social recognition. This sibling rivalry characteristic of Stage III obviously has not been resolved. Judy extended this competition to dating the boyfriends of her girlfriends. It was also clear to Mr. Benton that he was also an object of competition for Judy with her sister. She was not going to win his favor academically as did her older sister, but would do so by being cute, teasing, sexy and ultra attractive. Mr. Benton was beginning to sense that in establishing her individual identity, academics were not of much importance.

In the days that followed Judy was predominately concerned with her boyfriends. She was clearly bothered by the loss of her original boyfriend and Mr. Benton got the impression that her concern was less for the boy and more for the fact that a girlfriend was able to get him away from her. She continued reflecting competition with her older sister and viewed herself as being dumb but a better housekeeper than her sister. Judy saw her grades as being about a B average which was not realistic. With Judy's permission

Mr. Benton checked her actual grades midway into the semester and found them to be closer to a D+ average. Mary found that difficult to understand.

Competition with her girlfriends became an issue in Mr. Benton's class. One girl, whose boyfriend Judy was dating, asked Mr. Benton if she could pair with someone else for a project as she and Judy were having difficulties. Mr. Benton agreed to the change and Judy became visably upset. For the next week Judy refused to work in class or to acknowledge Mr. Benton's existence. With the beginning of a new week, Judy would respond to Mr. Benton's questions negatively and at times sarcastically.

> "This class is so boring."
> "I'm going to ask for a new teacher."
> "He rearranged the room. I didn't think he had the strength."

During this time, Judy, who had shoulder length blonde hair, got her hair cut short. Apparently she did not get the reaction from people that she had hoped for and when Mr. Benton said that he liked the change Judy reacted with disbelief. Judy remained somewhat aloof from Mr. Benton and responded to his insistence that her work be done with obvious avoidance.

During this time Mr. Benton was beginning to analyze his log entries and relate them directly to the Eriksonian framework. In so doing, he worked closely with the Project staff. Together they reviewed Mr. Benton's codings of log entries, shared conjectures and interpretations, and worked out a five step plan of action for working with Judy

They included expanding Judy's identity options through more direct recognition of her academic ability. Noting the importance of caring adults who can understand the nature of the identity struggle to students such as Judy, Mr. Benton would seek to reaffirm this role. Further testing on her academic skills would be arrnaged to remove these limitations to her academic performance. Finally, Mr. Benton would plan to discuss with Judy the impact her strong social competition was having on her ability to function effectively in school. Together they could explore how realistic this competition was and whether or not Judy wanted it to interfere with school. The specific steps are as follows:

Step 1: Create situations in which Judy will receive valid praise. Art class seems to be the logical place to begin.

Step 2: Continue conferences - affirm my role as a teacher/adult who cares.

Step 3: Administer more reading tests.

Step 4: Pursue through conferences Judy's relationship with others, particularly the aspect of rivalry.

Step 5: Develop her consciousness of her innate intelligence.

Each of the above steps reflect Mr. Benton's conclusions that Judy is defining herself in Erikson's stage V as a "cute and sexy girl" who has little intellectual ability. Judy is defining herself in this way because she does not feel she can compete well with others (her sister in particular) academically. As a result, Judy puts little energy into school work and considerable energy into her social life. Still, Judy does say that she would like to go on to college and would certainly prefer better grades. Mr. Benton saw his responsibility under the circumstances as being that of making certain any academic skill deficiencies are exposed and corrected; communicating to Judy that she does have good intellectual ability; recognize her for the skills and talents she does have; to explore with Judy the implications her competitiveness has for her life; and finally to open other possible ways of Judy looking at herself and thereby increase the options in establishing her identity.

Shortly after this took place, Mr. Benton was able to schedule a conference with Judy's parents. The conference was arranged in the normal course of the school's way of operating. It was not a special request of

Mr. Benton's. Nonetheless, the conference was an enlightening one for all concerned. Mr. Benton was very candid in explaining the way in which he was working with Judy and his reasons. He explained that he had come to the realization that he was not appreciating Judy for who she was nor was he satisfied with the encouragement he was offering Judy in respecting herself. Judy's father responded thoughtfully that he was certainly quilty of the same thing. Both parents felt there was much that they could do in strengthening Judy's self-image. They acknowledge that Judy often refers to herself as being dumb. Both parents related frequent feelings of frustration in not knowing what to do with Judy. Grades and readings had been a problem with Judy since elementary school. Little success had been achieved in resolving the problems. The parents also acknowledged that Judy had been upset with Mr. Benton lately and that they could begin to understand why.

At this point Mr. Benton began to carry out his plan of action. In class he continually strove to show that he cared about Judy's struggles. He continually emphasized her demonstrated academic skills. He encouraged her to continue working on her reading. He took every opportunity to recognize and encourage her intellectual ability as well as her social ability. In conferences they discussed her competitive feelings with her sister and girlfriends.

Judy's resistence to what Mr. Benton was beginning to see in her came in the form of a final effort to return the relationship to the teasing, affectionate, happy one it had been earlier. The effort failed, it no longer seemed appropriate. At this point Judy became very sullen and quiet. Mr. Benton observed this behavior when she was with her friends and in other situations. She spoke to Mr. Benton only when he asked questions. Her responses were very brief. Clearly she appeared to be searching her own mind. There was evidence that she was confronting the realities which were challenging the basic assumptions under which she had been operating.

It was at this point that Mr. Benton expressed doubts about whether or not he should continue working with Judy. The relationship was no longer fun but a struggle with unhappy and uncomfortable feelings. He added that this was the point at which he would normally stop working with another person. Still he believed that Judy was genuinely struggling with and confronting her problems within her own mind. He had no idea what would come of it though and that seemed to make him uncomfortable.

Two weeks passed during which Judy remained in a sullen state. Mr. Benton's anxiety increased with the passage of time. On the very day of the staff's visit, Mr. Benton reported that Judy had just come to his office to ask for a conference. Her manner was much more direct and mature. She seemed ready to commit herself to begin working on problems. Mr. Benton viewed this visit as a new beginning.

The incident came near the end of the semester when Phase II formally came to a close. In a sense, the story of Judy ends where it began, with a beginning. Judy's final grades for the semester reflected a C+ average as opposed to the D+ average she had half way through the semester. Still the problems remain to be confronted. The willingness to confront these problems appears present in both Mr. Benton and Judy.

CHAPTER FIVE

FINDINGS AND CONCLUSIONS

INTRODUCTION

Having read this far in our report it would seem logical that several questions would be presenting themselves and would require an answer. The basic questions are:

1. To what extent did the teachers acquire, and give evidence of, a working knowledge of the Eriksonian framework?
2. How were the teachers affected by the experience of acquiring and working with the Eriksonian framework?
3. What were the effects on the student of the teachers' efforts?

We shall attempt to answer these questions in this chapter.

In Part One of this chapter we will discuss the extent to which the teachers accepted, mastered and worked with the framework.

Part Two reports the data on academic history of the participating students.

Part Three will identify those dependent variables in both teachers and students which we selected for investigation by means of empirical research instruments.

Part Four offers a detailed account of these instruments and a rationale for their selection, as well as an outline of the actual process of data collection itself.

Part Five provides the analysis of this data, giving the results of both the teachers' and students' responses to the instruments throughout the course of the Project. Discussion of the results is also included in this part.

In Part Six we will attempt to appraise the entire Project pointing out what we consider the strengths and weaknesses of the Project. We will also speak to the potential of this time of in-service project and the ego-stage framework for education.

It is our hope that a careful reading of this chapter will provide answers to the questions raised above, as well as bring together the results of our efforts to introduce teachers to the insights of a most sophisticated theoretical framework of human development.

PART ONE: THE TEACHERS AND THE FRAMEWORK

Our intent in this section is to answer the question, "To what extent did the teachers accept, master and work with the Eriksonian framework?" It is our position that the most adequate method of answering that question would be to draw upon the overall impressions the training staff have formed about each teacher throughout the Project. In forming their impressions of each teacher the staff were able to utilize both the "objective data" of case studies, coding exercises and teacher-student conferences, and the more "subjective data" of the teachers' expressed attitudes, commitment to and comfort with the spirit of the framework. Their impressions of each teacher follow.

THE TEACHERS

TEACHER ONE

The framework was well accepted by this teacher as being within his own personal scheme of things. There was no question in the staff's mind that this teacher really learned the framework thoroughly. In many situations he showed an ability to understand subtle points of the framework. He also applied the theory to other students. He was able to clearly describe the behaviors of his students in ego-stage categories and from these classifications he went on to make a good deal of sense of student's behavior. There were difficulties in that sometimes he got himself involved in interpersonal relationships which made it very difficult for him to separate out the inputs of the students and his own inputs. He was always quite willing, however, to discuss such problems with the staff, who gave him leadership in handling this type of problem. He was able to implement certain aspects of the information that he collected on the students, but he did have some difficulty developing suitable programs on his own. The staff had to help him on several different occasions to work out suitable relationships that would allow his students to work on the psychosocial tasks which his data indicated were necessary for them to work on. He did a good deal of soul searching within the framework and was able to help himself to become aware of several different aspects of his personality which he brought into the classroom. There were, however, occasions when he found it difficult to do this and sought the help of the staff.

TEACHER TWO

This teacher found it very difficult to accept the framework. Her knowledge of the framework was highly technical rather than fundamental in nature. She used the framework with the students to some extent, but in general had great difficulty. She indicated a sense of insecurity continuously in her own abilities to handle the framework. She was a bright and capable person. It appeared to the staff that one, if not the major reason, that she rejected working more systematically with the framework, was that it would lead her to a personal examination of herself. This we believed would make the situation quite frightening for her. We saw very little implementation of the framework in developing programs for the students that she supervised. We could not in any sense say that this particular framework became a part of her way of working with young people. There was, therefore, little application of the framework to herself as a teacher.

TEACHER THREE

The staff's view of this teacher was that she was somewhat ambivalent about accepting the framework. She did not appear to fundamentally disapprove or oppose the framework, but she did have some difficulty in totally integrating it into her own life style. She certainly was among those teachers who learned the framework very well. She had a solid understanding of it and was able to move on to very subtle meanings which she demonstrated from her understanding of the framework. She did employ the framework, but in a very limited way insofar as developing any kind of programs for her students. She complained a great deal about time. But it was the staff's opinion that this was more of a symptom than a fact. It seemed to be a way of avoiding an extended involvement in the implementation of the framework. We believed that she could have developed implementation plans with her knowledge and intelligence, but we saw very few implementation plans during the course of the semester. It was the staff's opinion that she did indeed make application of the framework in developing a deeper understanding of her own life style, but her applications and insights were shared seldom with any member of the staff.

TEACHER FOUR

We observed that as time went on this teacher did come to accept the framework and that she actually did feel that it was applicable to her life. She showed pretty good understanding of the framework during the Summer, but was at times inconsistent in her mastery. She could make the framework operational but was still often dependent on the staff. This was mainly to seek the staff's encouragement and support in using the framework. She tried very hard to use the framework and had varying degrees of success. Again, she was quite dependent on the staff to give her encouragement and support in using the framework and implementing it. Although, she did at times apply it on her own. Our perception was that she tried hard, that she had moderate success with the framework, but that she was a basically insecure person. Had she been a more autonomous person she would have been much more successful in using the framework. She did come to use the framework in dealing with students in a general way, but it was more because it was a framework that she could use, rather than one that she did use. She had difficulty with theory and for the most part relied on an eclectic and pragmatic approach in her attempts at helping her students. She did apply the framework to her own life and this we feel was perhaps somewhat disturbing for her. It did have a noticeable impact on her as the staff was able to gather from the many personal accounts she shared.

TEACHER FIVE

The framework proved to present real conflicts for this teacher. The framework was clearly not in harmony with his life style. The staff got the impression that this teacher saw his status in relationship to his fellow teachers, administration and to the students as being just the way he wanted it. He did not want to change. As a result, he found it very difficult to put the time in on learning the framework and applying it to his selected students. This teacher saw himself in a popular situation and he did not like rocking the boat. His personality was formal and his professional relationships were "correct and proper." He didn't want to get involved with people to the extent that might cause him to compromise the position that he enjoyed at this time. He did want attention on himself in the sense that he wanted to be recognized as a hard worker and an up and coming teacher. Whether these orientations directly affect his involvement or not, we must report that he mastered the framework at a relatively poor technical level. He applied it very sparingly. It took a great deal of effort for him to get his students selected and then to meet with them, to hold conferences and to code the material that he did have, which was very little in comparison to what the other teachers had collected. We found that he appeared unable to develop ways of implementing the programs based on the framework. The framework certainly did not become any part of the way in which he worked with students. There appeared to be clear evidence that the framework was in conflict with his personal life style. This could account for his lack of application of the framework for the purpose of gaining insights about himself.

TEACHER SIX

This particular teacher not only accepted the framework, but the framework appeared to fit into her life style in a most meaningful and powerful way. She was a very dedicated person and did everything within reason to learn and understand the framework, which she did to an amazing degree. We could term this particular case one of our successes. She learned the material and she applied it. There were, however, certain dynamics with this teacher which ought to be spoken to. She seemed to need a good deal of support and encouragement from the staff, although it was the staff's opinion from their observations that she knew what to do even before she questioned what ought to be done. She appeared to be a perfectionist and perhaps in part this explains why she sought so much encouragement and support from the staff. On those occasions when the staff could not visit her and she was left on her own, she did a remarkably good job of helping two children who had severe difficulties. She showed a great deal of insight and initiative. She also applied the framework to other children in her classes from the evidence that the staff was able to gather. The framework had a great deal of meaning to her and really helped her to begin to understand herself in more precise and helpful terms. Although we do not want to minimize the help she gave her students, we do want to recognize that one of the greatest gains she obtained from the whole project was a deeper awareness of the dynamics of her own personality.

TEACHER SEVEN

This teacher was observed as having some problems in accepting the framework as being in harmony with her life style. She was a bright person, but one who simply did not want to get too deeply involved in psychological material. She gave evidence of having the capacity to do a fine job. She did not learn and understand the framework as effectively as the staff would have liked, but certainly adequately enough to interpret her observations and to develop programs and plans of action. She was able to apply the framework on her own initiative. The staff saw her as being really quite conscienious but not oriented to getting deeply involved either with her students or with the Project. She did develop ways of implementing the programs and the staff observed that she had made moderate use of what she had learned in working with her students. We found that toward the end of the semester her class was much more relaxed. There was a higher noise level where there had been very strict noise control early in the semester. The student's seating had been rearranged to allow for small groups of students working together. The staff observed that she had become more relaxed but there was not the application of the knowledge to herself that would have been expected. She did little in exploring herself, her motives and her behavior. If she did gain any such insights they were never shared in the group or with the staff.

TEACHER EIGHT

As far as coming to understand the framework we observed that this teacher needed time. Time was a really important factor for her. As time went on both her understanding and her ability to use the framework and the subtle way in which she understood the framework all improved. She had a fairly good understanding at the beginning but her understanding continued to improve more and more over time. She was able to use the framework in working with students. She worked out ways of helping the students to open up new ways of thinking and seeing new possibilities for themselves. These new abilities of this teacher had carry over effects in her relationships with other students. We did not see that the framework had much of an effect on her general teaching style. At first we thought that she needed a great deal of support in using the framework but, again, as time went on, the support diminished and what she really looked for was just encouragement. She seemed both able and willing to implement the programs based on the framework. Some of these were ideas of her own. One of the most important outcomes from her involvement in the project was the effect that learning and working with the framework had on her own life. We felt that there was a dramatic improvement in her self image. The staff considered this case to be a clear success story of the Project.

TEACHER NINE

We saw some conflict in this teacher's acceptance of the theory but, overall, it was generally accepted by him as a framework that had a great deal of meaning and it appeared to fit into his life style as a person and as a teacher. He seemed to be comfortable in using the framework, although we were somewhat concerned that he did not maximize his knowledge in using the framework in his classroom. This may have been because the framework was so similar to the way that he did teach and relate to young people that we could not see the actual implementation of the ego-stage framework in its technical sense. That is, we did not see him making use of expressions which grew out of the framework itself. We began to see as we reviewed this particular case that he may have so integrated this particular way of looking at behavior that he operated within it without the esoteric language that specifies this framework. We concluded that he had a solid understanding of the framework and that he made use of it with the students with whom he worked. He did show initiative in developing ways of relating to young people, but, again, this seemed to be so natural in terms of the way he generally related to young people that it was difficult to see how this particular framework was different from what he was already doing. Insofar as relating to other students in his class this seemed to be a general pattern which he employed with most students with whom we observed him working. This is a fairly secure person and one who we found was aware of his own input into situations. The theory allowed him to identify more precisely the way that he did relate to people. The staff observed only minor areas where this teacher developed a deeper awareness beyond that which he already had. The framework allowed him to pinpoint the situation more precisely and define it in clearer terms for himself and others.

TEACHER TEN

This teacher accepted the framework in a limited way. He accepted it to a certain extent, but there was some conflict. He was able to learn the framework and was fairly competent and conscientious in using it with the students. He had conferences with them. He made many observations and notes on the students and he did this for the most part on his own initiative. In a sense, it seemed he was a bit timid sometimes. He was somewhat reluctant to get too involved in the framework. We began to observe that he did not want to apply it too much to himself. There were times when there was some evidence that he applied the framework to himself and this appeared to make him noticeably uncomfortable. He tried hard not to make these situations public. We had little evidence that knowledge of the framework affected his general teaching. It had some effect on the way he related to and worked with students. One reason this teacher had some difficulty was undoubtedly the way that he viewed the teacher's role. He viewed the role in somewhat authoritarian terms. It could be more accurately described as a benevolent autocrat (patriarch). The particular theory employed as the framework of the Project demands a different kind of relationship between teacher and student. This conflict presented some ambivalent feelings on his part. This may have grown out of his perception of the type of teacher he thought one should be and this made it very difficult for him to more openly examine the framework because to do so would mean that he would examine in greater depth the way he saw the teacher's role.

TEACHER ELEVEN

This teacher probably more than any other worked to make the framework operational. Certainly this teacher saw this particular framework in harmony with his own life style. This teacher had begun to work with this theory before we came to conduct the workshop. Therefore, as his own choice he had accepted this framework. He had a thorough understanding of the framework and applied it, probably more systematically than any other teacher in the Project. He showed a great deal of initiative in developing plans which implemented his observations and which resulted in a great deal of help for the students with whom he worked. In most cases he was ahead of the other teachers in doing his analyses and developing implementation programs. The way that he taught was greatly influenced by this framework and he did a great deal to try to employ the framework not only in working with other children but in conducting his classes. The staff was of the opinion that he did become aware of several of his motives, but he was more successful in applying the system to other people than in understanding all the motives that he brought to a teaching situation. The awareness of his own motives that he did develop was very fundamental and showed a deep understanding and integration of the theory into his own life style.

PART TWO: ACADEMIC PERFORMANCE OF STUDENTS

The students who were selected for special work by the Project teachers were considered to be underachievers in terms of academic performance. Such being the case, we were eager to investigate whether working closely with the Project teachers would affect the academic performance of these students. It was our hope that the teachers we were training would be able to help these students adapt better to the experience of schooling and, thus, increase their level of academic performance.

In this section we will present data showing the grade point averages of both Group 1 and Group 2 students for the year of the Project (1974-75) and for comparison, their grade point averages of the previous year (1973-74). These data speak for themselves. We will conclude this section with a brief interpretation of the changes in grades we observed.

TABLE 1

A Comparison Between Grade Point Averages of Group 1 Students for the Project year and the year previous

Student No.	GPA '73-74	Grade	GPA '74-75	Grade	Change During Project Year
003	1.45	11	2.75	12	+ 1.30
004	1.31	11	2.25	12	+ 0.94
005	1.00	11	2.50	12	+ 1.50
009	1.88	11	2.33	12	+ 0.45
010	2.08	11	1.92	12	- 0.16
011	1.75	11	2.33	12	+ 0.58
001	2.08	10	1.40	11	- 0.68
002	1.23	10	1.33	11	+ 0.10
006	2.15	10	1.63	11	- 0.52
008	2.62	10	1.90	11	- 0.72
012	1.58	10	1.50	11	-0.08
014	1.75	8	1.00	9	-0.75
015	1.71	8	1.42	9	- 0.29
016	1.25	7	0.29	8	- 0.96
017	0.83	7	0.33	8	- 0.50
018	1.71	7	2.50	8	+ 0.79
019	1.25	7	0.86	8	- 0.39

TABLE 2

A Comparison Between Grade Point Averages of Group 2 Students for the Project Year and the Year Previous

Student No.	GPA '73-74	Grade	GPA '74-75	Grade	Change During Project Year
025	2.08	11	1.82	12	- 0.26
033	0.86	11	0.64	12	- 0.22
030	1.63	11	2.50	12	+ 0.87
032	1.11	11	2.25	12	+ 1.14
034	1.63	11	1.70	12	+ 0.07
027	1.45	10	0.83	11	- 0.62
036	2.17	10	0.64	11	- 1.53
031	1.57	8	2.08	9	+ 0.51
037	2.14	8	2.50	9	+ 0.36
038	2.29	7	1.43	8	- 0.86
042	1.57	7	1.57	8	NC
043	2.33	7	1.00	8	- 1.33

Looking first at the Group 1 Students, those that the teachers worked with throughout the year, it is apparent that a majority of the students (10 out of 17) earned lower GPA's than they had in the previous year. Of the seven students who increased their GPA five were seniors. Nine of the eleven students in grades 11, 9, and 8 earned lower GPA's during the year the teachers worked with them than they had the year before.

The students in Group 2, those who the teachers chose to work with during the second semester, were nearly evenly divided, with five students increasing and six decreasing their GPA's. No other pattern to this data readily suggests itself, vis. the identity of those who gained and lost.

INTERPRETATION

Earlier we had stated our hope that the teachers involved in the Project would be able to help the underachieving students they chose to work with. It is our position that students who are underachievers are preoccupied with other more urgent concerns and, thus, have neither the energy nor the inclination to achieve in school. It seemed to logically follow that if teachers could develop the skills that would allow them to be sensitive and responsive to the more urgent concerns their students were experiencing, they might then be able to help the students re-direct their energies into a successful schooling experience.

While it is impossible to generalize from the limited number of students involved in this study, it does seem that some students were helped in this manner. Of the 28 underachieving students whose academic performance we have checked, nearly half (12) raised their GPA's during the year the teachers worked with them. Did they raise their GPA's because of working with the Project teachers? In this initial evaluation of the Eriksonian framework we were, necessarily, unable to explore this question in the depth which it demands. A further research effort is called for to adequately determine the components of a behavior change, one expression of which is an increase in GPA. For now, all we can do is report our findings and indicate what we would like to know more about.

Before leaving this aspect of the evaluation we must at least raise the question of the value of an increase in GPA as an indicator that a student is being helped. We are not questioning the desirability of students mastering relevant and necessary subject matter. We believe it to be the function of schools to help students develop solid skills with which to actively and creatively live their lives. We are aware, however, that the experience of compulsory education can sometimes be alienating. When large classes and inadequate professional training encourage teachers to be "tough" with students, a climate of "Us vs. Them" may develop. In such a climate opposition and mistrust flourishes. To expect one of the opposition (either student or teacher) to accept the other's system is naive. People do, after all, have value systems they need and want to defend. What would it take to convince an underachieving student to become an achieving student? For some students it very likely takes more than most teachers can give in the course of a year, or possibly ever. Throughout this Project it was our primary goal to help the teacher develop their abilities to help students. Apparently some of the teachers were able to help some of the students put more effort into school achievement. But, are we justified in concluding that those students who did not raise their GPA's were not helped by their teachers? Such a conclusion, we believe, is unwarranted.

There are many reasons why grades might not be reliable and valid indicators of student adjustment. The differences in the standards of the grades, the difficulty of the subject matter, and the amount of effort expended by the student are three very obvious variables which would affect the grade a student earned. GPA's are one source of data upon which to base our evaluation. If, however, they were the only criterion of student adjustment we utilized, our study would be the poorer for it. In an effort to broaden our data base and, thus, make this evaluation more complete, we selected certain dependent variables for investigation by means of empirical research instruments. This process and the results obtained will be presented in sections, Three, Four and Five of this chapter.

PART THREE: SELECTION OF VARIABLES

In an effort to evaluate empirically the complex interaction of people, situations and activities that composed the Project, decisions had to be made as to which aspects were to be examined and in what manner. We could have focused on the Project as an ongoing process, on the outcomes of the Project or on some combination of these two. Insofar as "objective" data gathering procedures are concerned, we choose to focus primarily on the outcomes. We choose a particular methodological approach which generated data by paper and pencil instruments and, to a lesser extent by interviews. It should be understood that each of these decisions narrowed the field and, hopefully, sharpened the focus of our investigation. In this section we will identify those aspects of the Project we selected for investigation and give the rationale for our selection. In this aspect of the Project our primary focus was on variables associated with attitudes held by teachers toward themselves and others. It is our position that these variables decisively modify the teaching-learning transaction depending upon their negative or positive manifestations. Our inquiry began with an examination of the teachers' contribution to the teaching-learning transaction.

An underlying assumption of our position was that students identified as "underachievers" were underachievers by choice. That is, they choose not to direct their energies toward the mastering of the subject matter of their schooling experience, but chose instead to direct their energies to other areas of personally relevant concern. Although the students themselves might not be consciously aware of this "choice" it was nevertheless a choice. It is our position that teachers, if they are to be effective, must be sensitive to the choices students have made and, furthermore, must be able to help the student examine why he has chosen to work on concerns other than the satisfactory adaptation to school life.

Such behavior on the part of teachers was seen as quite different from the usual definition of the teacher's role, i.e., that of classroom manager and facilitator in the process of information exchange. Our concept of an effective teacher requires a sensitivity toward an individual's psychosocial needs and an affinity for creative problem solving to a degree that is not considered necessary in the contemporary elementary and secondary concept of schooling. In John Dewey's terms, we were asking the teachers to be scholars in their chosen field of interest and students of mind activity as well.

The literature of modern humanistic psychology and dynamic psychology upon which it draws heavily, suggests that to the extent that an individual is comfortable with and accepting of himself, that individual is potentially capable of accurately understanding and giving help to others. Among many other writers in this field, Carl Rogers has clearly indicated that acceptance of Self is an essential prior condition for the acceptance of others.[1] That this is true is seen when we consider to what extent a teacher who is not happy or satisfied (which is not the same as content) with his career, personal life, family situation, etc. is capable of accepting similar problems in students and other teachers. If a teacher considers herself mediocre in terms of her profession it would be quite difficult for her to accept the mediocre performance of some of her students. The tendency would be rather to criticize and condemn - hardly a climate that would help a student gain greater control over his choices. We will speak more about the climate in which the student could grow later; the point being argued now is that it is very difficult for individuals to accept in others what they condemn in themselves. In general, if one is not accepting of oneself it is that much more difficult to be truly accepting of others.

On the basis of this argument our decision was to investigate, if possible, the degree of Acceptance of Self held by the participating teachers.

The second broad characteristic we thought vital in our conceptualization of an effective teacher was the degree to which teachers were Accepting of Others. We thought that this must logically follow directly from the first characteristic. Quite properly the two attitudes, Acceptance of Self and Acceptance of Others are two sides of the same coin. The qualities of tolerance, understanding, support and genuine care are seen both as expressions of a more basic acceptance of and, respect for, others. They are essential conditions in the creation of a climate that would invite students to examine the choices they have made and are making in areas which affect their successful adaptation to school life. It is tantological to define the teacher's role as helping students. What we wish to stress is that this helping extends beyond guiding academic development. The teacher's role also involves helping students with problems and difficulties in pscyosocial areas as they relate to the student's life in school. Clearly our concept of an effective teacher is viewed in transactional terms. A teacher may possess a mastery in her area of specialization and yet be ineffective. There are teachers whose attitude may be expressed by the idea that "it is up to the student to put forth the necessary effort to acquire skills and that in the absence of such effort it is not fair to ask the teacher to bend over backwards to help someone who doesn't even try." Such teachers are unable to help most students. This teacher discriminates in favor of those individuals whose motivational needs are in part met by the challenge of successful adaptation to schooling. For the majority of students who are experiencing difficulties this type of teacher not only gives little or no support but more often discourages and alienates young people from becoming excited and involved learners.

We believe it to be very important to stress our position on this point. Through the scientific development of powerful theoretical frameworks, such as that formulated by Erik Erikson, teachers can be in a better position to help students. This is possible because teachers, through such frameworks, can come to understand the basic concerns and personal priorities of students as they try to adapt to the demands of culture and society. We have pointed out in other parts of this report that the teachers' professional preparation in most cases does little to equip them to understand and handle the school-related psychosocial problems of young people. The preparation focuses almost exclusively on the mastering and teaching of subject matter areas. Given this state of affairs it is not hard to see why most teachers assume the primacy of content over understanding and helping their students with the psychosocial choices they are involved in making. It is fundamental that teachers realize that it is these choices that will determine the commitment and involvement of these students.

There are two points we wish to make clear. First, we wanted to specify the nature of the attitude that is a product of a lack of acceptance of others. Second, we wanted to re-emphasize that the inappropriate preparation of teachers was largely responsible for the condition we have observed.

The relationship of Self Acceptance and the Acceptance of Others was discussed earlier. It was suggested that a teacher who was not accepting his own individual existence was to that extent unable to accept the unique individual existence of others. Often such non-acceptance of self is the result of unrealistic standards of performance, of a desire to be perfect and without fault. Such standards of excellence are not those applicable to the reality of human existence. They are unrealistic demands that one be not what one can be but what one should be. If a person evaluates his own behavior in terms of such standards he will likely have similar expectations for what is considered acceptable behavior in others. That is, those standards for others will be based also upon criteria of what should be, rather than what can be. The point is that a teacher who approaches standards in the manner we have identified is most apt to introduce a psycho-moralistic viewpoint. The teacher who operates with this attitude conveys to the student a sense that in some way the student is bad. The student's sloppy work, lack of initiative, rudeness, lack of responsibility is not alone a problem but an indication of something that is bad in the character of the student. We do not mean that an effective teacher does not help the child examine aspects of reality such as the fact that he really is being rude and thoughtless. This is precisely what the effective teacher strives to do: to help the child examine the choices he has made or is making. The point is that conveying to the student the notion that he is bad may arouse guilt or shame but does not constructively deal with the reality of the situation.

The teacher's moralistic interpretation may be viewed by the student as non-acceptance and thus may serve to aggravate whatever problem the student is encountering. This may confirm the student in his unwillingness to successfully adapt to the schooling experience. An effective teacher is one who can offer help to the child, not one who can tell a child what is wrong with him in moralistic terms.

The two variables, Acceptance of Self and Acceptance of Others are seen as basic qualities of a helping teacher. Obviously, from what has been said so far, it is clear that just what constitutes a "helping effort" is situationally relative. Helping other human beings does not take place according to any cook-book approach offering a step by step guide. It is presumptuous to suppose that there exists a "how-to" methodology which prescribes precisely the helping behavior and thereby ignores the sensitivity and resourcefulness of the involved teacher.

To be sensitive to and aware of the many unique dynamics and not to apply foreign and inappropriate standards to a problem the teacher must face each situation as an authentic transaction. Applying standards on the basis of what should be rather than what can be may indicate a complusive origin and forecast a disastrous outcome. A teacher who is able to accept his own life and the lives of others is seen as being concomitantly more flexible and spontaneous, less rigid and dogmatic, in his approach to students. The reasoning behind this conclusion is obvious. When the teacher is able to accept what can be rather than what should be as a legitimate expression of human existence, that teacher is also less likely to rely on the "shoulds" of authoritarian direction as the way things are to be done. In other words, the teacher who feels good about himself and good about others should also feel good about experimenting with solutions to the problems facing him. This is in no way to suggest that the helping teacher is inconsistent or random in her behavior. Quite the contrary: They are most effective when they adopt a scientific attitude - that is, one continually in the pursuit of truth - to the understanding of and response to their experiences. It is the teacher who fails to look for or examine the possible options in a situation that does a disservice to both himself and his involved students. Examining the situation from this point of view we identified the third quality (variable) on a helping teacher, namely, Flexibility.

It is in this light that we view the variable of Flexibility. It is here specified as an openness to a problem and a gauge of the authentic response the teacher is willing to give a particular situation. It is necessarily tied to the degree to which the teacher feels free to be and accept what can be rather than any previously conceived idea of what should be. It is the freedom to critically reflect and act on a situation.

The major thrust of this project was to help teachers to learn and employ a psychosocial framework by which to help students who were preoccupied with school-related psychosocial problems. Evaluation of the Project was, of course, its impact on teachers. Our decision to examine certain aspects of the selected student population was thought to be valuable as an additional index of the effect the Project had on the teachers.

Earlier it was pointed out that as part of the Project the teachers would each identify two students that could be designated as underachievers and would then work with these students, gathering data on the student's basic concerns and attempting to help these students adapt more successfully.

Two areas of interest were identified as potentially informative indicators of change toward successful adaptation. These were the nature of the student's Self Concept (whether positive or negative) and the degree of Acceptance of Responsibility the student took.

It was felt that the first of these variables, the nature of the student's Self Concept, was directly related to the students' freedom of choosing to successfully adapt to the school experience. If the student perceived himself as good or acceptable to himself that would seem to indicate that he was to that extent not bothered by more basic concerns which took the energy he could have used for adapting more successfully to school life. The assumption was that students whose energies were being invested in struggles with higher priority concerns were unhappy or unsatisfied with themselves as they were.

The second variable to be examined in the lives of these selected students was the degree of Acceptance of Responsibility they assumed for their lives, particularly their lives in school. In this area we were primarily concerned with examining the student's perception of where the responsibility for his situation in school lay - was the student himself responsible for his life in school or were others (parents, teachers, society) responsible for the nature of his experience there.

Our rationale for investigating this variable was the belief that many students in an attempt to deal with the knowledge that they are unable to adapt successfully to the experience of schooling, would deny that they were responsible for that condition. That is, that they had chosen to work on concerns other than school-related achievement. We argued that as a result of working with the teachers trained in the Project's methodology, the students would move toward a greater degree of responsibility for the present status of their own situation.

These two student variables were identified prior to the start of the teacher training program. A third variable, the nature of the

Relationship Between Teacher and Student, was later added as a further attempt to evaluate the impact on the student of the helping relationship the teacher was attempting to provide. We realized that for the teachers' help to be of any use to the student, the student must first perceive the teacher as someone trying to help. '

In the following section of this chapter we will describe how these variables were investigated.

PART FOUR: THE INVESTIGATION OF SELECTED VARIABLES

Having identified several areas on which to focus our inquiry, the next task was to select some viable means to examine the participants in terms of those variables. Because of the constraints of our situation, i.e., time, money, and human resources, we opted for an experimental design of the pre-post variety. One of our selection criteria was that the data gathering methodology employed be able to yield usable data without spending too much time in its collection. Also the selection of an appropriate data gathering procedure was not begun until shortly before the program was to begin. Clearly, this was not the aspect of the Project which received most of the attention. Much more exciting, challenging and urgent was the actual development of the Project training sequence and the gathering of materials to be used during the summer workshop and throughout the course of the year. This was, after all, the testing of a new instructional model. It is not quite correct to say that selecting a procedure for evaluating the impact of the training program was an afterthought; the need for evaluating the model was recognized from the first. Monies became available during the summer which allowed us to begin a systematic search for adequate and appropriate evaluative instruments. The time proved very short which gave a sense of urgency to our decision making. We present this information because it helps place the selection of a strategy for evaluation in perspective and because it gives an indication of the priorities of this Project staff as they struggled with the many tasks in implementing the Project. We were unable to develop our own instruments because of the time factor, so the search was for the best (i.e., reliable and valid) instruments already in use. After what seemed like months in the University library (actually, the total search time was about three weeks), many hours of reading various research reports and related readings, and still more hours of critical discussion with the Project director, the data gathering procedure was beginning to take shape. Wherever possible we had tried to find at least two ways of gathering data on a particular variable. The notion of triangulation,[2] or attempting to obtain a "fix" on a particular variable by getting readings from several different sources or techniques simulaneously, had guided our search for an evaluation strategy.

We will first present what instruments or procedures would be used to investigate each variable for both teachers and students. Next we will present our argument for selecting that particular instrument or technique, including information on reliability, validity, extent of usage, etc. We will then end this section by presenting the data gathering procedures that were actually used throughout the study so that the reader will be clear as to the sources of our data as well as how they were obtained.

To investigate the degree of Acceptance of Self expressed by the participating teachers we used a self-report instrument developed by Robert E. Bills: the Index of Adjustment and Values (IAV). This instrument consists of 49 adjectives — for example: logical, confident, annoying, fearful — to which the teacher responds in three ways. On a five point Likert scale the teacher indicates first, how much the adjective is like him; second, how much the teacher likes himself being described in that way; and third, how much of the time he would like that adjective to be characteristic of him. For our purposes this instrument yielded two usable scores: a direct Acceptance of Self score and a Discrepancy Score, which was the difference between what the teacher reported he was like (question 1) and what the teacher reported he would like to be like (question 3).

A second measure of Acceptance of Self was obtained from an instrument devised by Everett L. Shostrom: the Personal Orientation Inventory (POI). This instrument consists of 150 paired antithetical statements such as:

a. I can accept my mistakes;
b. I cannot accept my mistakes.

The individual chooses the alternative which most accurately represents his own position. This instrument yields both an overall measure of personal maturity by a comparison of the respondents values and attitudes with those of self-actualizing persons, and what is more useful for our purposes, ten subscales each of which measures some particular variable expressive of the self-actualizing person. Two of these subscale scores speak directly to the variable of Acceptance of Self: Self-Acceptance Score which measures ones affirmation or acceptance of self in spite of weaknesses or deficiencies and the Self-Regard Score which measures affirmation of self because of worth or strength.

It was from these instruments that we drew our data on the degree of Acceptance of Self expressed by the teachers.

For the variable Acceptance of Others we again utilized several of the subscales of the POI. The literature on the POI suggests that the

Inner Directed Scale (I) may provide an overall measure of self-actualization.[3] As acceptance of others is a crucial part of the concept self-actualization, we argued that this measure would be sensitive to the variable under examination. Furthermore, the subscale Self Actualizing Value (SAV), which measures the degree to which the individual holds and lives by the values of self actualizing people, and the subscale, Existentiality (EX), which measures one's flexibility in applying the values of self-actualzing people to ones own life, were judged as capable of providing information on the teacher's willingness and capability to accept others. It was from these sources that this variable was examined.

The third variable on which we examined the participating teachers was Flexibility. To obtain data relevant to this variable we again drew on the POI, again using the subscale Existentiality since it emphasized the difference between the flexible and the rigid responses to situations. Also for this variable we utilized an instrument known as the Teaching Situation Reaction Test (TSRT). This instrument is composed of 48 situation specific questions dealing with possible classroom or school situations. The teacher responds to each situation by ranking in order of preference the four possible responses to the given teaching situation. This instrument measures flexibility as opposed to rigidity in these situations which directly relate to the school setting. The sort of flexibility measured is founded on an acceptance of others and a respect for students as people. The instrument attempts to differentiate between those teachers who highly structure (i.e., control) the classroom situation seemingly out of fear that the students cannot be trusted to be involved in the planning and ongoing process of the situation, and the teacher who sincerely attempts to reach out and involve the students s/he is working with.

The three variables and the instruments described above constitute the means of our direct examination of the participating teachers. It was our position that the impact of the program on the teachers could also be examined by looking at the students with whom these teachers chose to work. We have previously stated our rationale for investigating the variables of Self Concept, Acceptance of Responsibility, and Perception of their relationship with the teacher as they are expressed by the students involved in this Project (See Part Three). The means we used to examine these variables will now be discussed.

To investigate the nature (either positive or negative) or the Self-Concept held by these students we employed a measure of self-regard developed especially for youth by Stanley Coopersmith. His Self-Esteem Inventory (SEI) consists of 58 self referent statements such as "I'm pretty sure of myself" and "I don't care what happens to me." To each of these statements the student indicates whether or not the idea or feeling expressed is "like me" or "unlike me." This instrument purports to differentiate between those who hold a positive self concept of themselves and those whose image of themselves is more negative.

To investigate the variable Acceptance of Responsibility we employed an instrument developed by Virginia C. Crandall, et al. known as the Intellectual Achievement Responsibility Questionnaire (IAR). This instrument, constructed especially for children, is designed to assess the students beliefs about responsibility in intellectual-academic achievement situations. It is comprised of 34 forced-choice items such as:

> When you have trouble understanding something in school, is it usually
>
> a. because the teacher didn't explain it clearly, or
> b. because you didn't listen carefully?

This instrument would examine the students beliefs about where the responsibility was for the student's school situation.

The final variable on which we examined the students was the students' Perception of the Relationship with the teacher who was working with them. An interview was devised which asked directly for the student's reaction to having worked with a particular teacher throughout the school semester. By analyzing the interview results in terms of whether or not they indicated either a positive or negative perception of the teacher's efforts, we could get information on the extent to which the student felt the teacher was actually offering help.

This interview was also used as a source of contributing data to the variables of Self-Concept and Acceptance of Responsibility in that it asked questions about the student's satisfaction with his/her performance in school and about his/her acceptance of responsibility for that performance.

This concludes our discussion of how the different variables identified for investigation in this Project were approached. We will now present our arguments for selecting each of the instruments or methods that we did.

PERSONAL ORIENTATION INVENTORY

This instrument explored a basic concept, Self-Actualization, that was directly related to our concept of the effective teacher. It was, therefore, judged relevant. The evaluation of its claims to reliability and validity was a much more difficult matter. In the POI manual,[4] Shostrom reports test-retest reliability coefficients for the 12 scores of the POI ranging from .52 (Acceptance of Aggression) to .82 (Existentiality) for a one week period. He reports another study by Ilardi and May[5] in which the test-retest co-efficients ranged from .32 to .74 for a one year interval. These reliability results compare favorably with those for a more well known measure of personality adjustment, the MMPI. The authors of this study conclude their report by saying:

> "Although by no means completely satisfactory from a psychometric point of view, the reliability findings of this study may be deemed encouraging as the POI is breaking ground in a new area of assessment."[6]

That the POI is a valid indicator of actual differences between persons is suggested by the results of many studies. The fact that when this instrument was administered to a group clinically judged to be self-actualizing and a group clinically judged to be non-self-actualizing, the POI significantly discriminated between these two groups on eleven of its twelve scales is one source of evidence for this position.[7]

In another study[8] in which the POI was administered to a group just beginning psychotherapy and another group in advanced stages of psychotherapy all 12 of the POI scales differentiated between the two groups at the .01 confidence level or higher. The individuals in advanced stages of psychotherapy scored more highly on all scales than did the beginning group.

Individuals nominated as highly neurotic vs. those with low scores on the Neuroticism scale of the Eysenck Personality Inventory likewise obtained significantly different scores on the POI, the less neurotic individuals scoring higher (more self-actualizing) than highly neurotic individuals.[9]

In a study by Herbert M. Dandes entitled "Psychological Health and Teaching Effectiveness,"[10] the POI was employed as a measure of the psychological health of the individual teacher. Dandes hypothesized that higher scores obtained on the POI would be positively correlated with other measures of teacher permissiveness and liberalism of educational viewpoint, and negatively correlated with authoritarianism, dogmatism and conservatism. The resuls supported Dandes' hypotheses:

> "The results of this study clearly indicate a significant relationship between measured psychological health and the specified attitudes and values. The relationship is as predicted: the greater the psychological health, the greater the possession of attitude and values characteristic of effective teaching."[11]

Not only does this particular study argue for the congruent validity of the POI as a research instrument, it also argues our own position that the variables we have identified as crucial in this study are those which differentiate the effective from the ineffective teacher.

Shostrom reports another study in which the POI was directly used with teachers as a measure of psychological health and the results compared to a conceptualization of teacher success.[12] In this study the investigator measured teacher success by ratings of "teacher concern for students" as made by the teachers' students. Her conclusion was that "a marked difference in self-actualization was found between teachers with high ratings and those with low ratings with the more successful teachers being more self-actualized." This is yet another point in the argument that the POI is a valid measuring instrument which consistently differentiates between differing populations.

Our survey of the relevant literature thus convinced us that the POI was both a valid and a reliable measurement instrument which would yield data on the variables of Acceptance of Self, Acceptance of Others and Flexibility of Response. We also saw that the instrument could be easily utilized for our purposes. The instrument could be completed by the teachers in from 30-40 minutes. It could be administered in a group and thus would not demand resources (people and time) which we did not have to give. Also it could be scored straightforwardly with no interpretation necessary, and scoring norms were available. Finally its extensive use in recent years indicated that many other researchers, and research journals as well, considered it a worthwhile means of assessment in this particular area. It was for these reasons then that the POI was selected for use in the Neenah Project.

INDEX OF ADJUSTMENT AND VALUES

The second instrument we employed in this study was the Index of Adjustment and Values (IAV) developed by Dr. Robert E. Bills. This instrument was seen as providing data relevant exclusively to the variable of Acceptance of Self, and thus as a complementary measure to the other sources of data for this variable discussed above (POI).

The reliability of this instrument appears to be quite high. In The Self Concept,[13] Wylie presents a thorough listing of both split-half and test-retest correlational outcomes for each measure; they are moderately high (.70 to .90) and represent an acceptable level of reliability

Questions of the validity of the instrument are always much more involved. Wylie indicates that evidence for convergent validity, i.e. correlations with other instruments purporting to measure the same phenomenon, suggests that indeed this instrument is sensitive to the same variables as other measures of self regard. In fact the IAV has been correlated with a wider range of instruments which attempt to measure self acceptance than any other instrument of its kind. And, while the correlations are moderate, they are as good as any obtained for any other instrument measuring self-acceptance in this way. A complete listing of the correlations of the various scales of the IAV with other instruments or techniques measuring the same thing, the results of which I have summarized above, may be found in Wylie (1974) pp. 154-159.

The important question of whether or not the instrument possesses construct validity, i.e., the question of whether what its scales purport to measure is what is actually measured, does not at this time seem answerable with any degree of finality. Although Bills has argued on the basis of comparisons with Rorschach tests that the IAV is able to separate groups with different personality characteristics, it would seem that a systematic program of using IAV scores to test theoretical hypotheses is necessary to clarify the question of construct validity.

The literature suggests then that the IAV has both content and convergent validity but that more systematic research is necessary to settle the questions of discrimination and construct validity. This condition appears to characterize the entire range of measurement in the self-concept area. It seems the IAV is about the best there is in terms of reliability and validity. However, in this stage of the development of the methodology with which to explore self regard, much more effort in the refinement of our research instruments is needed.

In this study we are using both indications of self acceptance in the IAV, the direct acceptance of self score and the discrepancy score between self concept and concept of ideal self, as a means of assessing change in a group over time. What evidence is there that this instrument may be used in this manner?

First the reliability characteristic of the instrument as reported earlier indicate that this is a highly reliable instrument in which the scores do not change from one time to another by chance alone. Second, there are studies which indicate that the IAV is sensitive to changes over time.

One such case of the instrument being used to assess attitudinal change over time was a study conducted by Bills,[14] in which he concludes that the IAV is a valid measure of emotionality and changes in emotionality. As a measure of emotionality Bills used the reaction time the subject used to respond to each of the 49 IAV words in free association. Longer reaction times indicated greater emotionality. This reaction time was paired with the rating each word received on the Self-Acceptance scale of the IAV. The hypothesis advanced was that changes in ratings of acceptance of self scores would be accompanied by changes in the emotionality of that particular word. On the basis of this data Bills was able to conclude that changes in trait ratings on the IAV from test to re-test are accompanied by changes in the emotionality of the traits (as indicated by the reaction times) for the subjects.

While one investigation certainly does not warrant the conclusion that the IAV is sensitive to attitudinal change it is nevertheless encouraging. Apparently when the scores on the scales change there is a corresponding change in the feeling of the individual. In our situation we were hoping that as a result of our training program the teachers would come to feel more confident in their own abilities to help students and thus more accepting of themselves. Using the IAV appeared to be a very promising way to approach this type of evaluation.

As for the question of utility, this instrument very nicely met our criteria there. It is extremely easy to administer and takes only about 20-30 minutes to complete. Like the POI, it too is easily scored without the need for interpretation of response. Finally the extensive use this instrument has received over the years argues most heartily for its status as perhaps the best measuring instrument available in this area.

It was on the basis of these arguments that the IAV was chosen for use in the Neenah Project.

TEACHING SITUATION REACTION TEST

The third instrument selected for use in this investigation was the Teaching Situation Reaction Test (TSRT) developed by James B. Duncan and John B. Hough. This instrument was used as a measure of the teacher's flexible, as opposed to rigid, response to what we felt were relevant and typical situations of interaction with students, peers, and administrators.

As one indication of the sort of differentiation attempted by this instrument, I will present descriptions of the High Structure Teacher - those who score low on the TSRT, and the Low Structure Teacher - those who score high on the TSRT.

> ### High Structure Teacher
>
> This is a teacher who employs a great deal of structure in the classroom. He does most of the talking and giving of information (except when students are giving formal reports, etc.) and when he asks questions they are usually questions which are designed to call forth specific and highly predictable responses. Students do not often initiate ideas of their own in his class and the teacher does little to encourage student initiated ideas. When students respond with correct or appropriate comments he sometimes indicates their correctness by telling them that they are right or that the response was good, etc. Incorrect responses are usually corrected by the teacher telling the student that he was wrong and/or why but seldom does this teacher encourage students to talk through an incorrect response in an attempt to discover for himself why he was wrong. This teacher seldom involves students in planning. He runs a highly organized class. The classroom climate is formal.
>
> ### Low Structure Teacher
>
> This teacher relates well with students. He tends to be accepting and outgoing. He makes a real attempt to listen to what students are saying and to understand what students really mean and how they feel about things. He respects his students as people though he does not always agree with their ideas or

> behavior. He may be firm but is usually consistent in his relationships with his students. His regard for his students does not depend on their doing or saying things that he personally likes or agrees with. He feels free to tell students in a nice way that he does not agree with them. His students feel free to talk with him and to disagree. He is not adverse to saying things about himself and how _he_ feels when it is appropriate to do so. His students like and respect him as a person and a teacher.

Having given this indication of what it was we were attempting to measure through the use of the TSRT, we will now go on to deal with the reasons for our selection of this particular instrument.

First the TSRT was directly applicable to classroom situations. We were concerned with assessing the effectiveness of teachers as teachers and not merely as people. As the TSRT purported to do just that, it seemed a most relevant instrument for our concerns in this Project. It was this relevancy of the instrument to our own situation which made it seem most attractive to us. Unlike the POI and the IAV, the TSRT has not had extensive use or study. The instrument has been in existence less than ten years and the authors freely admit that much work is needed with this instrument before its use as other than a research instrument is warranted. The extant evidence for the instrument's reliability and validity is as yet ambiguous. However, certain studies have been done and their resuls will now be reported as an indication of the legitimacy of this instrument.

A good degree of test-retest reliability was reported on the basis of 84 student teachers taking the TSRT twice with an interval of 8 days. the product-moment correlation of the two sets of scores was .84.[15]

In an attempt to investigate the construct validity of the instrument two groups of experienced teachers, one nominated by administrators as "best" and the others nominated by administrators as "poorest," were administered TSRT[16] the scores of the two groups on the TSRT were significantly different with those teachers nominated as "best" scoring higher than those nominated as "poorest."

Several other validity studies are reported by Duncan & Hough[17] but their results are somewhat ambiguous. At this stage in its development this instrument has not undergone the rigorous analysis necessary to establish conclusively its reliability and validity as a research tool. In the face of this information our decision to use this instrument must be seen as based on the following factors. First our search of the literature did not reveal an instrument designed to investigate actual teaching situations that was any better than the TSRT. Since we did want to investigate that aspect of the program we felt we could take a chance and use what was available even if that wasn't what would be most desirable. We also felt that we did have another source of data on this variable in the POI so that we would not be depending solely on the results of the TSRT for an analysis of this variable. Finally it looked like the TSRT was asking the kind of questions we felt it important to gether data on. That is, there was a sense that those questions should be put to the teachers even though the TSRT lacked the pedigree of some of the other instruments we employed. Furthermore we felt that the results we obtained would be of use in providing more data for the subsequent development of accorate reliability and validity indices.

Having presented our arguments for the selection of the procedures used for direct assessment of the dependent variables of our study, we will now turn to a discussion of why the instruments and procedures we used with the students were selected.

SELF-ESTEEM INVENTORY (SEI)

In an effort to ascertain the nature of the self-concept held by the students selected for special work by the participating teachers, we used an instrument developed by Stanley Coopersmith. The Self-Esteem Inventory was developed for use with persons of high school age and younger (it has been used successfully with children as young as 8 years.) The SEI was designed to differentiate those with high self esteem from those with low self esteem. The distinction between these two categories is presented below:

High Self-Esteem

> "I consider myself a valuable and important person, and am at least as good as other persons of my age and training. I am regarded as someone worthy of respect and consideration by people who are important to me. I'm able to exert an influence upon other people and events, partly because my views are sought and respected, and partly because I'm able and willing to present and defend those views. I have a pretty definite idea of what I think is right and my judgments are usually borne out by subsequent events. I can control my actions toward the outside world, and have a fairly good understanding of the kind of person I am. I enjoy new and challenging tasks and don't get upset when things don't go well right off the bat. The work I do is generally of high quality and I expect to do worthwhile and possibly great work in the future."

Low Self-Esteem

> "I don't think I'm a very important or likeable person, and I don't see much reason for anyone else to like me. I can't do many of the things I'd like to do or do them the way I think they should be done. I'm not sure of my ideas and abilities, and there's a good likelihood that other people's ideas and work are better than my own. Other people don't pay much attention to me and given what I know and feel about myself I can't say that I blame them. I don't like new or unusual occurrences and prefer sticking to known and safe ground. I don't expect much from myself, either now or in the future. Even when I try very hard, the results are often poor, and I've just about given up hope that I'll do anything important or worthwhile. I don't have much control over what happens to me and I expect that things will get worse rather than better."

This instrument seemed relevant for our purposes not only because it was constructed expressly as a measure of children's self esteem, but because many of the items related to a school setting (e.g., I like to be called on in class.).

That the SEI is a reliable instrument is argued in the results of several studies. Split-half reliability coefficients have been reported at .87 and .90.[18] Three studies investigating test-retest reliability indicate .88 for 5 weeks; .64 for 12 months; and .70 for three years.[19] While the test-retest reliability coefficients are not as high as ideally desirable, they, nevertheless, indicate an acceptable degree of reliability.

Compared to those instruments which assess self-concept variables in adults, there are few studies of this instrument's validity. Coopersmith reports that SEI scores are significantly related to creativity, academic achievement, resistance to group pressures, willingness to express unpopular opinions, and perceptual constancy.[20] Further attempts at establishing construct and congruent validity have resulted in significant correlations of SEI scores and perceived reciprocal liking; anxiety; selection of difficult tasks; effective communication between parent and youth; and family adjustment.[21]

These reported validity studies lend strong support to the argument that the SEI provides a means of differentiating between populations showing differences on other measures believed to be related to the nature of the individuals self-concept. While much more work is required in the area of construct validity - as it is for most instruments purporting to measure this or similar variables - there is enough evidence to suggest that the SEI is a useful tool for this sort of research.

This instrument easily met our criteria for ease of administration.

It can be administered to groups and takes only about 15 minutes to complete. That the instrument has some popularity with researchers, and, therefore, presumably some merit, can be attested to by the fact that to date the partial list of studies employing the SEI now numbers 68, the great majority of which have been undertaken in the last five years.

INTELLECTUAL ACHIEVEMENT RESPONSIBILITY QUESTIONNAIRE

The Intellectual Achievement Responsibility Questionnaire (IAR) developed by Virginia C. Crandall, et. al., is an instrument constructed to assess the degree to which children believe that they, rather than other people, are responsible for their intellectual - academic successes and failures. It thus seemed most appropriate to our needs as it focused on responsibility for achievement in school. Our search of the literature revealed no other instruments designed to measure this variable of responsibility in the context of childrens' school life.

Like many instruments employed in this area of investigation the IAR is not as methodologically sound as would be ideally desirable. It appeared, however, to be the best available. Crandall reports the following reliability information.[22] For a two month interval, the test-re-test reliability figures are .69 for I total, .66 for I+, and .74 for I-. These corrections were all significant at or beyond the .001 level of confidence and were characterized by the author as "moderately high."

There does not seem to have been an attempt to establish either the construct nor the congruent validity of this instrument. We have come across no reported attempts to correlate the IAR with other measures of locus of control nor have we observed an attempt to articulate the theoretical basis of the instrument. It is our understanding that work is progressing in these two vital areas at the present time.

Nevertheless, although there is not the wealth of "hard data" which usually argue pursuasively for the accuracy of a particular instrument, we did use the IAR because it asked questions, the answers to which we were most interested in. The instrument was also amenable to our data gathering strategy. It is easily administered to groups and takes only about 20 minutes to complete. It yields a total responsibility score as well as subscores for positive and negative achievements. It is also an instrument of some popularity, despite its methodological shortcomings, having (as of May 1974) been used in some 60 studies or reports.

INTERVIEW

The final data gathering procedure reported in this study was an interview conducted with the students selected for special work by the eleven teachers we worked most closely with. This interview was constructed primarily to obtain a reading on the students' perception of their working relationship with their particular teacher. It also was designed to elicit information on the students' self-concept and acceptance of responsibility as a compliment to the paper and pencil instruments employed for the same purpose (i.e., SEI, IAR).

The interview was believed valuable because it asked directly for the students' response to the program. The degree of credence one gives to the results of the analysis of the interview is largely a function of one's trust in the authenticity of the students' responses. We see no reason to doubt that authenticity. Before going on with a presentation of the results of the data gathering procedure, we will briefly describe the over-all process of data collection we followed, as well as try to describe our rather complex experimental design.

DATA GATHERING PROCEDURE

Our first data gathering session was held on Sunday, July 28, 1974, the day before the Summer Workshop was to begin. At that time the twenty-three teachers who had voluntarily enrolled in the University of Wisconsin for the Summer Workshop took the battery of instruments we had compiled. This battery consisted of the POI, IAV and TSRT as well as several other instruments which we have decided to exclude, at this time, from our analysis.

We did not administer the instruments to a control group as such. Our aim was merely to get a benchmark of where these teachers were at in terms of the variables identified for study in this project. It was not our intention - nor did it appear to be within our means - to follow a truly experimental design which would have demanded the existence of an equivalent control group. It was not in that sense that we were testing the Eriksonian framework.

The events of the summer workshop and fall semester are presented in detail in earlier sections of this report. For our purposes in this section it is enough to note that of the twenty-three teachers who began the Project only eleven were involved for more than the first two weeks of the Summer Workshop.

After some time for becoming familiar with the new student population, each of these eleven teachers selected two underachieving students with whom they were to work in an attempt to help these students adapt more successfully to school life. This group of students, twenty-one in all, was administered the SEI and the IAR plus some other instruments which are no longer the subject of this analysis. This first collection of data from students was held on the morning of September 24, 1975.

On February 6, 1975, the eleven teachers were administered the same battery of instruments as they took on July 28. This date was selected because it was as close as we could come to the end of the first semester's work with selected students under the supervision of the Project staff. Our assumption was that the scores from this second administration would in some way reveal the impact of the project to date on the teachers.

On this date we also administered the student instruments to the group these teachers had been working with since the start of the semester. It was also at this time that we interviewed this group of students. We didn't really know what to expect from this data but felt we should gather it as the teachers were going to work with a new group of students during the second semester. This first group of students had been reduced in number by this time from the original twenty-one to twenty.

The new group of students the teachers would be working with the second semester were also administered the instruments at this time. This group was nineteen in number.

The final session of data gathering for all participants, both teachers and students, took place near the end of the school year on May 27, 1975. At this time we again administered the same battery of instruments to the eleven teachers who had been actively involved with the Project the entire year. Out of curiosity we readministered the teacher instruments to as many of the teachers who had left the Project after the first two weeks as we could. There were eight teachers in that group. The student instruments were administered to the initial group of students for the third time and to the second group of students for the second time. Out of the first group of students, nineteen took the instruments three times. Out of the second group of students, fifteen responded to the instrument both times.

The following diagram is presented as a summary of the various times and groups from which our data on the teachers has been drawn.

SUBJECTS	DATES		
	7-28-74	2-6-75	5-27-75
Project Teachers N = 11	1	2	3
Workshop - Only Teachers N = 8	4		5

FIGURE 2

A GROUP-TIME MATRIX FOR TEACHERS INVOLVED IN THE NEENAH PROJECT

We have assigned specific numbers to each different group-time combination of teachers.

The number 1 represents the 11 Project teachers whom we worked with during the summer and the entire school year at the time of our first administration of the instruments.

The number 2 represents the 11 Project teachers at the time of the second administration of the instruments.

The number 3 represents the 11 Project teachers at the time of the third administration of the instruments.

The number 4 represents the 8 teachers who participated in the first two weeks of the workshop only at the time of the first administration of the instruments

The number 5 represents the 8 workshop-only teachers at the time of the third administration of the instruments.

Four different comparisons were made among these five groups:

First: A comparison between the 11 Project teachers at the start of the Project and this same group at the end of the first semester. This is a comparison between groups 1 and 2. This comparison was made to ascertain the change in this groups' scores over the two times stated. It was during this time that the most intensive work was being done with these 11 teachers.

Second: A comparison between the 11 Project teachers at the end of the first semester and this same group at the end of the Project. This is a comparison between groups 2 and 3. This comparison was made to ascertain what change took place between the end of the first semester and the end of the Project during which time there was very little direct work being done with these teachers.

Third: A comparison between the 11 Project teachers at the start of the Project and this same group at the end of the Project. This is a comparison between groups 1 and 3. This comparison was made to ascertain the overall change in scores of this group from the start to the end of the Project.

Fourth: A comparison between the 8 teachers who participated only in the first two weeks of the workshop at the time of the first administration of the instruments, and this same group at the end of the Project. This is a comparison between groups 4 and 5. This comparison was made to ascertain what change had taken place in this group during the course of the Project.

A similar Group-Time Matrix was developed to analyze the data generated by students involved in this project.

		DATES		
		9-24-74	2-6-75	5-27-75
SUBJECTS	First Semester Students N = 19	1	2	3
	Second Semester Students N = 15		4	5

FIGURE 3

A GROUP - TIME MATRIX FOR STUDENTS INVOLVED IN THE NEENAH PROJECT

The number 1 represents the first semester students assessed at Time 1 soon after their selection by the 11 Project teachers.

The number 2 represents the first semester students assessed after the end of the first semester.

The number 3 represents the first semester students assessed at the end of the Project.

The number 4 represents the second semester students assessed soon after their selection by the 11 Project teachers.

The number 5 represents the second semester students assessed at the end of the Project.

A total of four comparisons were made among the five group time combinations identified:

First: A comparison between the first semester students at the start of the semester and this same group at the end of the first semester.

This is a comparison between groups 1 and 2. This comparison was made to ascertain what change occured during the time when the teachers were working with these students.

Second: A comparison between the first semester students at the end of the first semester and this same group at the end of the Project. This is a comparison between groups 2 and 3. This comparison was made to ascertain the change that took place in this group during the time when they were not working exclusively with the teachers.

Third: A comparison between the first semester students at the start of their involvement in the project and this same group at the end of the Project. This is a comparison between groups 1 and 3. This comparison was made to ascertain the change in this group of students over the entire course of their involvement in this project.

Fourth: A comparison between the second semester students at the end of the first semester and this same group at the end of the Project. This is a comparison between groups 4 and 5. This comparison was made to ascertain the change in scores in this group during the time they were working with the 11 Project teachers.

The following section presents the results of our data collection efforts.

PART FIVE: DATA ANALYSIS AND INTERPRETATION

Our intent in this section is to present the results of our investigation of selected variables, and to draw what conclusions we can from these data. We will first discuss findings generated by teachers' responses to our research instruments, and, then, the findings generated by the students' responses.

Before presenting these results, however, we must take note of certain conditions affecting the quality of the data.

One condition which very certainly affects the results obtained is the nature of the variables selected for study. There are at least two concerns in this regard. First, such "things" as Acceptance of Self, Acceptance of Others and the students' Perception of their Relationship with a particular teacher are internal constructs; thus it is difficult to determine with certainty that our empirical measures are truly measures of these theoretical constructs. Very simply, the situation is thus: We say we are measuring Acceptance of Self, but we may actually be measuring something else. Wylie[23] indicates that such is a strong possibility. She is quite critical of what she terms the "primitive" state of self-concept research, in both its theoretical and methodological aspects.

Obviously researchers are striving to refine their methodological approaches in this area. In our selection of instruments we attempted to discover which instruments had the strongest arguments in favor of both their validity and reliability. Some potential error exists in the possibility that 1) we did not in fact select the best instruments available and 2) that the best instrument available is not itself accurate.

A second concern we will raise in relation to the accuracy of the data obtained on the dependent variables, and one which is clearly related to the first, is the possibility that the subjects will distort their true feelings and describe themselves in some way other than what they really are. From our own background in Psychoanalytic Ego Psychology we believe it is quite conceivable that a person will hide disagreeable information from others and even from himself. Perhaps the fact that we were examining some very personal and basic attitudes individuals hold about themselves makes the possibility of deliberate distortion acute.

Another condition having a major affect on the results we obtained is the data gathering design we employed. We measured several human populations at three different times and must base this aspect of our evaluation on the outcomes of those three measurements. The problems of measuring change by means of pre and post tests must be faced. What if real change occurred between the two times of measurement but no one was there to measure it? This is a distinct possibility in our study: attitudes and expression of the variables under study could have changed many times but we have data on what they were for three days. The assumption that the relationship between two measures of a given variable is linear is open to serious question.

A fourth condition having a major affect on the results obtained was the small sample size of the groups we worked with: all were under twenty. The methods of statistical analysis employed to evaluate data are quite sensitive to sample size. In fact the entire question of the appropriateness of agricultural based statistical models to human subjects is an issue social scientists are presently struggling with. The fact is that with exceedingly small samples it becomes increasingly more difficult to achieve statistical significance between samples.

As a result of this condition, it becomes that much harder to tell if the changes we observed in the scores of our various groups are large enough to rule out the possibility that they were caused by chance alone. It is essentially this issue that statistical analysis was designed to settle. However, the statistical methods available at present work well with fairly large samples and tend to be obfuscatory when applied to samples as small as ours.

We have suggested four major influences which may have affected the outcomes of the measurements we undertook. We have presented them in the interest of accurately evaluating the results presented in this section. These conditions are factors inherent in this type of research and should be clearly recognized as such. Certainly they do not invalidate the results of our study. On the contrary, our recognition of them add to our understandings. We now have that much more information on which to base our subsequent decisions about what sort of impact our teacher training Project actually had. It should be understood that our goal in this process of evaluation is an open examination of an extremely complex undertaking. It is not consistant with our role as scientific investigators to adopt an "advertising approach" which tries to "sell" a commodity by emphasizing its good qualities while sweeping away its defects under the carpet.

Both the reader and the project staff must be alert to the possibility that, in drawing conclusions about the data gathered in this Project, we may be committing one of two types of errors. One type of error would involve drawing the conclusion that something happened (e.g., the Group 1 students developed a more positive Self Concept during the course of the Project) when, in fact, it did not happen. The second type of error is the converse of the first. It involves drawing the conclusion that something did not happen (e.g., the Project teachers did not become more Accepting of Others during the course of the Project); when, in reality, it did happen. The four conditions identified above make the liklihood of our committing one or both of these errors that much more substantial. Of course there is a third possibility that, having carefully selected appropriate research instruments, and further applied the appropriate analyses to the data generated by these, we then draw the correct conclusions

TEACHERS' RESPONSES

In analyzing the teachers' scores the following data will be presented on each of the three variables (Acceptance of Self, Acceptance of Others, Flexibility of Response) identified for study. First, the mean and standard deviation of both the Project teachers and the Summer Workshop teachers on each measure of that variable at each time of measurement will be given. Next the mean difference in score and standard deviation between all possible times of measurement for both groups of teachers on each measure of each variable will be given.

These changes in mean score were analyzed to determine the statistical significance of the change by the application of paired "t" tests. Our data presents itself in the form of repeated measures of the same group over time. The method of paired comparisons (Student's t) was judged to be the most appropriate means of comparison in this case given the constraints of the situation, i.e. non-independent groups. We have identified with an astrisk those changes in mean score which were found to be statistically significant at or beyond the 95 percent level of confidence. Such a finding of significance would argue strongly that the changes in score observed were so extreme as to rule out (with 95 percent certainty) the possibility that they occurred by mere chance alone.

ACCEPTANCE OF SELF

The basic data on the variable Acceptance of Self are presented in Table 3 and 4 for the Project and Summer Workshop teachers respectively.

TABLE 3

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS FOR THE PROJECT TEACHERS ON ALL OF THE MEASURES OF ACCEPTANCE OF SELF AT EACH TIME OF MEASUREMENT

MEASURES	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Self Regard (POI)	13.55	1.61	14.00	1.22	14.27	1.56
Self Acceptance (POI)	16.91	3.78	17.00	3.54	17.36	4.30
Spontaneity (POI)	13.82	2.40	14.55	1.63	13.55	1.92
Acceptance of Self (IAV)	188.8	25.10	203.3	21.01	200.4	26.92
Discrepancy Score (IAV)	32.73	12.69	27.45	11.10	27.18	9.21

TABLE 4

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS FOR THE SUMMER WORKSHOP TEACHERS ON ALL THE MEASURES OF ACCEPTANCE OF SELF AT EACH TIME OF MEASUREMENT

MEASURES	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Self Regard (POI)	12.50	1.77			14.50	.93
Self Acceptance (POI)	17.00	4.72			19.87	3.27
Spontaneity (POI)	13.75	3.65			15.00	1.69
Acceptance of Self (IAV)	183.6	18.87			189.6	19.80
Discrepancy Score (IAV)	38.0	13.55			28.62	6.28

To give some idea of how the scores of these teachers compare with the normed population the following table is offered.

TABLE 5

NORMS FOR THE MEASURES OF ACCEPTANCE OF SELF AS PRESENTED BY THE AUTHORS OF THE INSTRUMENTS USED

MEASURE	M.	S.D.
Self Regard (POI)	12.0	2.7
Self Acceptance (POI)	17.1	4.0
Spontaneity (POI)	11.6	3.0
Acceptance of Self (IAV)	183.7	27.0
Discrepancy (IAV)	38.4	21.4

This norm table merely indicates that all scores of these two groups of teachers fall within one standard deviation of the mean for each measurement used. In other words, on this variable we were not dealing with an extreme population.

We now turn to an examination of the significance of change in means on each of the measures of Acceptance of Self. The findings are presented in Tables 6 and 7.

TABLE 6

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR ALL MEASURES OF THE VARIABLE ACCEPTANCE OF SELF FOR PROJECT TEACHERS BETWEEN EACH POSSIBLE TIME OF COMPARISON

MEASURE	TIMES OF COMPARISON					
	T_1-T_2		T_2-T_3		T_1-T_3	
	M.	S.D.	M.	S.D.	M.	S.D.
Self Regard (POI)	.45	1.63	.27	1.79	.72	1.79
Self Acceptance (POI)	.09	2.84	.36	2.46	.45	1.69
Spontaneity (POI)	.72	1.90	-1.00*	1.48	-.27	2.45
Acceptance of Self (IAV)	14.46*	18.9	-2.90	18.7	11.55	18.1
Discrepancy (IAV)	-5.27	9.14	-.27	6.84	-5.55	8.32

* Significant at 95 percent level of confidence.

TABLE 7

MEAN CHANGES IN SCORE AND STANDARD DEVIATION FOR ALL MEASURES OF THE VARIABLE ACCEPTANCE OF SELF FOR SUMMER WORKSHOP TEACHERS BETWEEN EACH POSSIBLE TIME OF COMPARISON

MEASURE	TIME OF COMPARISON	
	TIME$_1$ M.	TIME$_3$ S.D.
Self Regard (POI)	2.00*	1.77
Self Acceptance (POI)	2.88	3.48
Spontaneity (POI)	1.25	3.11
Acceptance of Self (IAV)	6.00	9.07
Discrepancy (IAV)	-9.38	12.5

*Significant at 95 percent level of confidence.

Looking first at the Project Teachers, Table 6, we see that significant positive change did occur on one measurement of Acceptance of Self, AS-IAV, from the first to the second measurement time. No other change on any measure between any two times is significant at this level except for a negative change from the second to the third time of measurement on the measure of Spontaneity.

A look at the Summer Workshop Teachers, Table 7, shows only one significant change, SR-POI, and that on a measure different from the one showing significant change for the Project Teachers.

These data tell us that at some point during the Project both groups of teachers increased their scores on measures of this variable to such an extent that we have to conclude that this change did not take place by chance alone. Why might we conclude that the teachers did become more accepting of themselves? Perhaps it was because they were becoming more acquainted with the theoretical framework of Erik Erikson which very dramatically and concretely describes the dynamic nature of the Ego's struggle to resolve a series of developmental crises. Becoming acquainted with this framework, it would seem could lead to two developments. First, this framework provides many potential insights into one's own behavior so that what may have been frightening or incomprehensible before is now available to conscious, rational examination. Where previously a teacher's constant dissatisfaction with the quality of her work might have left her feeling unhappy or dissatisfied with herself, the insight into the causes of such feelings, possible through the Eriksonian framework, may have eased her concerns much as the mere turning on of a light in a darkened room puts a frightened child at ease.

Not only does the framework enable the teacher to gain insights into his or her own behavior, it enables the teacher to be more insightful toward the behavior of students. It would seem that this greater insight into what before had been the perplexingly incomprehensible behavior of certain students would result in a feeling close to mastery or at least competence on the part of the teacher. With this framework it is possible for teachers to develop greater and deeper understandings in all areas of human behavior, and especially in regard to the behavior of students, as that is the primary focus of our training programs. It then becomes possible for the teacher to be more accepting of himself in terms of his competency to help students, and in his understanding of situations he faces daily as a teacher.

Another factor which most probably contributed to the increase in self-acceptance exhibited by these teachers was the experience of having been part of an effort to improve our understanding of and competence in the experience of schooling. The association these teachers had with the Project staff and particularly with the Project director was a strong positive influence. This observation was based on both formal and unsolicited evaluations of teachers and administrators. Finding a group of people who are knowledgeable in their field, and who sincerely care about helping teachers become more effective as teachers is an experience that has the potential for making you feel better about yourself. Obviously, this is an aspect of the Neenah Project that is very difficult to "objectively" assess. We did not attempt to do so in a rigorous manner. But it is apparent that some people do excite others. The Project Director was very much this sort of person, and we believe we would be missing an important influence on the teachers if we overlooked his unique contribution to the Neenah Project.

At this point we have no way of knowing if these factors sufficiently explain the results our data show. It would seem to be most worthwhile to pursue in more detail why these results were obtained. To do so requires further research.

ACCEPTANCE OF OTHERS

The basic data on the variable Acceptance of Others are presented in Tables 8, and 9 below.

TABLE 8

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS FOR THE PROJECT TEACHERS ON ALL OF THE MEASURES OF ACCEPTANCE OF OTHERS AT EACH TIME OF MEASUREMENT

MEASURE	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Inner Directed Score (POI)	92.00	9.46	93.18	9.59	91.73	10.76
Self-Acualizing Value Score (POI)	21.45	2.11	22.09	1.70	21.82	1.66
Existentiality Score (POI)	22.00	3.10	22.64	2.42	22.00	4.17

TABLE 9

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS FOR THE SUMMER WORKSHOP TEACHERS ON ALL THE MEASURES OF ACCEPTANCE OF OTHERS AT EACH TIME OF MEASUREMENT

MEASURE	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Inner Directed Score (POI)	89.50	12.52			93.12	7.23
Self-Actualizing Value Score (POI)	21.25	3.28			22.09	1.13
Existentiality Score (POI)	21.75	5.18			22.75	4.27

A comparison with the scores of the two teacher groups reveals that while the teachers scores are slightly higher than the published adult norms, (See Table 10), they are clearly within one standard deviation from the mean.

TABLE 10

NORMS FOR THE MEASURES OF ACCEPTANCE OF OTHERS PRESENTED BY THE AUTHOR OF THE INSTRUMENT USED

MEASURE	M.	S.D.
Inner Directed Score (POI)	87.2	13.6
Self-Actualizing Value Score (POI)	20.2	3.0
Existentiality Score (POI)	21.8	5.1

The data on the Project teachers were treated with the Student t test to determine whether any change between means was significant. The results are reported in Table 11.

TABLE 11

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR ALL MEASURES OF THE VARIABLE ACCEPTANCE OF OTHERS FOR PROJECT TEACHERS BETWEEN EACH POSSIBLE TIME OF COMPARISON

MEASURE	TIMES OF COMPARISON					
	T_1-T_2		T_2-T_3		T_1-T_3	
	M.	S.D.	M.	S.D.	M.	S.D.
Inner Directed Score (POI)	1.18	7.05	-1.45	6.89	-.27	6.75
Self-Actualizing Value Score (POI)	.64	1.86	-.27	1.74	.36	2.42
Existentiality Score (POI)	.64	2.69	-.64	2.84	.00	3.87

As is readily apparent the changes on these measures were quite small. None of the changes are statistically significant. What is somewhat interesting is the fact that the change during the first semester (T_1-T_2) is on all measures positive while the change during the second semester (T_2-T_3) is on all measures negative. We found that pattern to be consistent on most of the measures we employed in this study.

The data on the Summer Workshop teachers were also tested for significance between means. The findings are presented in Table 12.

TABLE 12

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR ALL MEASURES OF THE VARIABLE ACCEPTANCE OF OTHERS FOR THE SUMMER WORKSHOP TEACHERS BETWEEN EACH POSSIBLE TIME OF COMPARISON

MEASURE	TIMES OF COMPARISON	
	T_1-T_3	
	M.	S.D.
Inner Directed Score (POI)	6.25	8.48
Self-Actualizing Value Score (POI)	.88	3.04
Existentiality Score (POI)	1.00	6.30

For this group of teachers all change was positive but yet not large enough to be statistically significant.

FLEXIBILITY OF RESPONSE

The basic data on the variable Flexibility of Response are set forth in Table 13 for the Project teachers and in Table 14 for the Summer Workshop teachers.

TABLE 13

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATION FOR THE PROJECT TEACHERS ON ALL THE MEASURES OF FLEXIBILITY OF RESPONSE AT EACH TIME OF MEASUREMENT

MEASURE	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Teaching Situation Reaction Test	207.4	20.03	209.8	25.83	207.5	18.97
Existentiality Score	22.00	3.10	22.64	1.70	22.00	4.17

TABLE 14

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS FOR THE SUMMER WORKSHOP TEACHERS ON ALL THE MEASURES OF FLEXIBILITY OF RESPONSE AT EACH TIME OF MEASUREMENT

MEASURE	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Teaching Situation Reaction Test	211.9	12.58			212.7	16.47
Existentiality Score	21.75	5.18			22.75	4.27

Norms for this method of scoring the TSRT are not available at this time. The norms for the Existentiality Scale have been presented in Table 8.

The data on the Project teachers were treated with the Student t test to determine whether any change between means was significant. The results are reported in Table 15.

TABLE 15

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR ALL MEASURES
OF THE VARIABLE *FLEXIBILITY OF RESPONSE* FOR THE PROJECT TEACHERS
BETWEEN EACH POSSIBLE TIME OF COMPARISON

MEASURE	TIME OF COMPARISON					
	T_1-T_2		T_2-T_3		T_1-T_3	
	M.	S.D.	M.	S.D.	M.	S.D.
Teaching Situation Reaction Test	2.45	16.4	-2.27	23.0	.18	20.0
Existentiality Score	.64	2.69	-.64	2.84	.00	3.87

There was very little change throughout the Project on this variable. The increase in score seen in the first semester is almost exactly matched by a decrease during the second semester. In neither case are the changes of sufficient magnitude to effectively rule out the effect of mere chance.

Table 16 contains the results of testing for significance between means on the data for the Summer Workshop teachers.

TABLE 16

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR ALL MEASURES OF THE VARIABLE FLEXIBILITY OF RESPONSE FOR THE SUMMER WORKSHOP TEACHERS BETWEEN EACH POSSIBLE TIME OF COMPARISON

MEASURE	TIME OF COMPARISON	
	T_1-T_3	
	M.	S.D.
Teaching Situation Reaction Test	.88	18.6
Existentiality Score	1.00	6.30

For this group the change on both of these measures was extremely small.

For both groups all of the measures of Acceptance of Others and Flexibility of Response showed no significant difference from one testing period to subsequent testing periods. Several possible explanations as to why the results did not achieve statistical significance have been considered.

First it may be that, although we hypothesized that as a result of the training project the teachers would express greater Acceptance of Others and Flexibility of Response, the fact was the Project had no such impact on the teachers. Perhaps their involvement with the psychosocial framework of Erik Erikson as it developed throughout the Project did not facilitate their becoming more accepting of nor flexible in response to others. The fact that Tables 11 and 15 show a very small positive gain over the course of the Project clearly indicates that change as measured on these variables is negligible.

Why might this be so? It seems reasonable that more energy is required to change one's behavior towards others than one's attitude toward oneself. A change in outward behavior is a larger step than a change in self-acceptance. Self-acceptance may be manifested only to oneself, while acceptance of others and flexibility of response requires change that both the individual and others in his environment would be aware of. Perhaps this was too big a step to expect in the short time with which we worked with the Neenah teachers.

Another explanation, that we measured the change with the wrong instruments, should also be examined. It is possible that these paper and pencil instruments failed to tap those areas in which such change is demonstrated. An indication that this may be so would be the interview results which strongly present the students' feelings that the teachers were trying to help them, were willing to listen and were inviting them to share their concerns and problems in an effort to help. Yet this climate of acceptance was not reflected in the data analysis.

It may also be that these teachers already had a high level of Acceptance of Others and Flexibility of Response as measured by these instruments. This is clearly evident in re-examining Tables 8, 9 and 10, and Tables 13 and 14. An argument may be advanced that it would be unreasonable to expect these teachers to achieve a significantly higher score in view of where they initially started. If this were the case then the instruments were insensitive to changes which had occurred. This possibility should not be ruled out in view of the positive evaluative reports about the teachers obtained from the students and administrators.

Probably the wisest position is to say that all four of these possible explanations for the lack of statistically significant results are reasonable interpretations. To be able to differentiate the influence of each separate factor would require a significant research effort in itself.

Perhaps the most striking feature of the data collected was the uniform pattern of change the measures of almost every variable exhibited. On all measures used in this study the Project teachers showed a positive increase in score from time one to time two — the period of most intense involvement with the Project staff. From time two to time three — the period when these teachers were essentially "on their own" — the same group shows either a change in the negative direction or else only a very small gain, much less than the gain during the first semester. Such a finding suggests that the involvement with the Project staff may have been a factor in changing teachers' attitudes about themselves and others. It seems likely that there was more motivation to explore and open up one's relations with others when the Project staff was actively involved, and that this motivation decreased when the teachers were "on their own," without the "push" or "support" available from working with the Project staff.

Such a conclusion may be interpreted as wanting to assign to ourselves a major impact on the lives of the participating teachers. Perhaps an alternative explanation would be that the teachers were realistically changing their attitudes for reasons other than the level of involvement with the Project staff. At any rate, the trend is clear if we look at the performance of the Project teachers over the school year. Data other than what are now available to us would be needed to ascertain why this pattern presents itself. That the level of involvement with the Project staff was a contributing factor to this pattern seems most plausible.

STUDENT'S RESPONSES

SELF CONCEPT

The basic data on the variable Self Concept for the students are presented in Tables 17 and 18.

TABLE 17

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATION FOR THE GROUP ONE STUDENTS ON THE VARIABLE SELF-CONCEPT AT EACH TIME OF MEASUREMENT

MEASURE	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Self-Esteem Inventory	56.94	18.49	63.87	21.81	67.89	20.03

TABLE 18

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATION FOR THE GROUP TWO STUDENTS ON THE VARIABLE SELF-CONCEPT AT EACH TIME OF MEASUREMENT

MEASURE	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Self-Esteem Inventory			68.13	13.95	70.80	16.91

The norms for the measure of Self Concept are presented in Table 19.

TABLE 19

NORMS FOR THE MEASURE OF SELF-CONCEPT AS PRESENTED BY THE AUTHOR OF THE INSTRUMENT USED

MEASURE	M.	S.D.
Self-Esteem Inventory	57.3	13.2

N = 484

A comparison of the students' scores with these norms reveals that while they are all within one standard deviation from the mean, they are generally somewhat higher than the mean. The group two students are somewhat higher than the group one students.

TABLE 20

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR GROUP ONE STUDENTS ON THE VARIABLE SELF-CONCEPT BETWEEN EACH POSSIBLE TIME OF COMPARISON

MEASURE	TIME OF COMPARISON					
	T_1-T_2		T_2-T_3		T_1-T_3	
	M.	S.D.	M.	S.D.	M.	S.D.
Self-Esteem Inventory	6.84*	11.5	4.00	9.38	10.84*	13.2

*Significant at or beyond 95 percent level of confidence.

TABLE 21

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR GROUP TWO STUDENTS ON THE VARIABLE SELF-CONCEPT AT EACH TIME OF COMPARISON

MEASURE	TIME OF COMPARISON	
	T_2-T_3	
	M.	S.D.
Self-Esteem Inventory	2.67	8.02

On the variable Self-Concept, the Group 1 students show a significant gain in score from the first to the second measurement. When the first and the third measurements are compared the significant increase is maintained.

When we examine the Group 2 students, however, we see that no significant change has taken place and in fact the raw change in score is smaller than that of the Group 1 students during the same time period. At first we are tempted to conclude that the teachers had a greater impact on the Group 1 students than on the Group 2 students on the grounds that one group appeared to change while the other stayed relatively the same. However, if we look at the mean scores for each group (Tables 17 and 18) we see that the mean of the Group 2 students is greater than the mean for the Group 1 students even after that group significantly increased their scores. There are a number of possible explanations for this phenomenon.

The first is that the Group 2 students had comparatively little to gain on this measure. That is, they already possessed a fairly positive self-concept, unlike the Group 1 students, and thus didn't have as much chance to gain. Perhaps the Group 2 students, who were selected by the teachers at the beginning of the second semester, were a different kind of underachieving student than those selected for work during the first semester.

It might very well have been that the most "outstanding" underachieving students were selected first, and that the second group was comprised of students who were less underachieving than the first group of students, and therefore actually had less to gain. The data we have collected on the students' academic achievement, however, does not support this conclusion. What about a related condition, that the students who were chosen for the second group presented more extreme psychosocial problems that the teachers shyed away from when making their first selections? Whether or not this could have been the case we have no way of telling at the present time. It certainly suggests an area that in future studies of this type should be investigated.

Another possibility might be that the Group 2 students actually were helped less by the teachers than were the Group 1 students. That this explanation might be valid is argued by the fact that many teachers reported that they spent less time working with the Group 2 students than they had with Group 1 students. Throughout the second semester, during which time there were no regular weekly meetings with the Project staff as there had been during the first semester, the teachers expressed concerns that they could not put in as much time on conferences with the students as they did during the first semester. Perhaps other demands on their professional time were increasing. Perhaps the knowledge that they were on their own and would not have to report weekly on their progress with their students, as was the case during the first semester, made it easier to put off seeing these students. Perhaps the teachers were less excited about helping this second group of students as a result of having worked with the first group. Certainly during the first semester the teachers did have to put in a substantial amount of extra time with their chosen students. The teachers might feel that taking on two additional students would be too much to handle and might even detract from time spent more directly involved with their regular teaching commitments. For whatever reasons, it did become clear to the Project staff that less time and effort was being put into work with the Group 2 students than had been the case with the Group 1 students. Undoubtedly this condition had an affect on what these teachers communicated to the Group 2 students.

A third possible explanation that would account for the lack of significant increase in score on the measure of Self-Concept for the Group 2 students would be that this group was more resistant to change than the Group 1 students. At this point we have no way of exploring this possibility. We can only suggest how such might be the case transactionally: if the teachers were in fact expending less effort to reach the Group 2 students, the response of these students might be a refusal to be reached by what they perceived as minimal effort on the part of the teachers.

A fourth possible explanation is that the teachers had only four months in which to work with the Group 2 students (Time 2 - Time 3) while they had in one case five months (T_1-T_2) and in the other eight months (T_1-T_3) to work with the Group 1 students. Surely in terms of getting to know one another and slowly building up a sense of mutual trust, the time dimension is very important.

We have come to understand that all behavior is overdetermined; that is, there is never one cause which explains a given behavior fully. Thus, we conclude that all of these possible explanations of difference in scores for the Group 1 and Group 2 students contribute to the outcomes we observed.

Finally we cannot ignore the fact that all students scored at or above the norm for this variable. The data would indicate that they had a "normal" or even a "higher" level of Self-Concept than the general population. This may indicate an overcompensation if indeed these students are underachievers. That is, they are reporting a more positive Self-Concept than the reality of the situation would warrant. This questions the validity of the instrument. There is, however, one point which should not be overlooked. The Group 1 students gained significantly. If we were to ignore the norms for the measure and consider only the self report of gaining a more positive level of Self-Concept we may indeed have evidence of a positive effect of the experience on the students.

ACCEPTANCE OF RESPONSIBILITY

The basic data on the measures of Acceptance of Responsibility are presented in Tables 22 and 23.

TABLE 22

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATIONS FOR THE GROUP ONE STUDENTS ON THE VARIABLE ACCEPTANCE OF RESPONSIBILITY AT EACH TIME OF MEASUREMENT

MEASURE	TIME 1		TIME 2		TIME 3	
	M.	S.D	M.	S.D.	M.	S.D.
Intellectual Achievement Responsibility Questionnaire	24.73	3.77	25.94	3.31	27.36	3.73

TABLE 23

A COMPARISON OF MEAN SCORES AND STANDARD DEVIATION FOR THE GROUP TWO STUDENTS ON THE VARIABLE ACCEPTANCE OF RESPONSIBILITY AT EACH TIME OF MEASUREMENT

MEASURE	TIME 1		TIME 2		TIME 3	
	M.	S.D.	M.	S.D.	M.	S.D.
Intellectual Achievement Responsibility Questionnaire			23.13	6.28	24.33	5.67

The scores reported in the above tables should be viewed against the norm measure for this instrument. The norm for this instrument is presented in Table 24.

All scores of both groups of students fall within one standard deviation of the mean.

TABLE 24

NORMS FOR THE MEASURE OF ACCEPTANCE OF RESPONSIBILITY AS PRESENTED BY THE AUTHOR OF THE INSTRUMENT USED

MEASURE	M.	S.D.
Intellectual Achievement Responsibility Questionnaire	25.90	4.33

Table 25 reports the results of the analysis of the data on the Group 1 students. The Student t test treatment was employed on the testing of means.

TABLE 25

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR ALL MEASURES OF THE VARIABLE ACCEPTANCE OF RESPONSIBILITY FOR THE GROUP ONE STUDENTS BETWEEN EACH TIME OF COMPARISON

MEASURE	TIME OF COMPARISON					
	T_1-T_2		T_2-T_3		T_1-T_3	
	M.	S.D.	M.	S.D.	M.	S.D.
Intellectual Achievement Responsibility Questionnaire	1.21	3.08	1.42	2.99	2.63*	3.92

* Significant at .95 percent level of confidence.

For this group on this variable there appears to have been a continuous positive change in score which becomes significant when the first and last scores are compared.

The analysis of the data on Group 2 students as set forth in Table 26.

TABLE 26

MEAN CHANGE IN SCORE AND STANDARD DEVIATION FOR ALL MEASURES OF THE VARIABLE ACCEPTANCE OF RESPONSIBILITY FOR THE GROUP TWO STUDENTS BETWEEN EACH TIME OF COMPARISON

MEASURE	TIME OF COMPARISON					
	T_1-T_2		T_2-T_3		T_1-T_3	
	M.	S.D.	M.	S.D.	M.	S.D.
Intellectual Achievement Responsibility Questionnaire			1.20	3.69		

Unlike the measurement of the Self-Concept variable, a comparison of the scores of these two groups of students shows the Group 2 students scoring lower than did the Group 1 students. This finding would question whether or not the second group of students was drawn from a different population of underachievers than was the first group of students as was suggested in regard to the Self-Concept data. The other possible explanations for the Self-Concept results do seem to apply to the Acceptance of Responsibility data. The data on this variable suggest even more strongly that the smaller amount of time the Group 2 students were worked with may have been a major factor accounting for the lack of statistically significant difference in score for this group from T_2-T_3. Table 23 shows that the mean gain in score for this group on the IAR was almost identical with the gain for the Group 1 students from T_1-T_2. This suggests the possibility that, with more time and increased contact with the teachers, the Group 2 students might have further increased their scores on this measure to a statistically significant level.

RELATIONSHIP WITH THE TEACHERS

This variable was investigated by means of structured interview. A copy of this interview may be found in the appendix. Hindsight teaches us that a similar interview involving the Group 2 students at T_3 would have been useful. As it is, we can only offer a straightforward analysis of the interview that was held with each student.

The responses of these students to questions concerning their perception of their working relationship with the teacher were overwhelmingly positive. The judges were unanimous in their agreement on the positive or negative content of the students' responses. Fourteen of the fifteen students interviewed described the experience of working with a teacher in positive terms.

TABLE 27

AN ANALYSIS OF THE INTERVIEW WITH THE FIRST SEMESTER GROUP OF STUDENTS IN TERMS OF SELF-CONCEPT, ACCEPTANCE OF RESPONSIBILITY, AND PERCEPTION OF THE RELATIONSHIP WITH THE HELPING TEACHER

	AREAS EXAMINED					
	SELF CONCEPT		RESPONSIBILITY		RELATIONSHIP	
	Judge 1	Judge 2	Judge 1	Judge 2	Judge 1	Judge 2
Number of Students Where Positve Responses Exceed Their Negative Responses	11	9	12	14	14	14
Number of Students Where Positive and Negative Responses Are the Same	0	2	2	1	0	0
Number of Students Whose Negative Responses Exceed Their Positive Responses	4	4	1	0	1	1

OTHER ANALYSES

We did make further attempts at analyzing the data on both students and teachers by comparing the results of the students of one set of teachers with those of another set of teachers. The first set was those teachers who were judged to have had shown the most acceptance and appreciation of the framework while the second set was judged to be lower on each attitude. No significant difference was found between these groups of students. Second, we compared the students of those teachers who scored highest on the measurement of Acceptance of Self (AS) with the students of those teachers who scored lowest on this instrument. No significant difference was found between these two groups of students. Finally we compared the students of those teachers who showed the greatest gain on the measurement of Acceptance of Self (AS) with the students of those teachers who showed the least gain on that measure. Again, there was no significant difference between their students. From these analyses we were unable to show that a significant correlation existed between the achievement of the teachers and that of the students with whom they worked. Yet on certain student measures significant differences were observed. Interviews with the students would indicate that the teachers' inputs did make a real difference. What the nature of this transaction is must wait for more definitive research studies.

CONCLUSIONS

At the beginning of this chapter we raised three questions which must be spoken to in order to attempt to account for what happened during the Project. The content of this chapter has been in some detail to answer the three questions. In conclusion, we will speak directly to each of the questions in turn.

> Question 1: To what extent did the teachers acquire, and give evidence of, a working knowledge of the Eriksonian framework?

From the analyses offered in Part One of this chapter we draw the conclusion that the Eriksonian framework is a highly charged, powerful and revealing theory which could be readily accepted by some teachers, but which was threatening to others. The teachers who were able to most fully and creatively utilize the framework were those persons who could accept the insights and assumptions of the theory as being in harmony with their chosen life-style. We were led to conclude then that while the content of the theory could be learned and employed in their relations with students by most teachers, a full commitment to the theory and an incorporation of its fundamental assumptions into one's role as a teacher depended much more on the teacher's openness and security as a person.

> Question 2: How were the teachers affected by the experience of acquiring and working with the Eriksonian framework?

Our data analysis showed that the Project teachers significantly increased their scores on a measure of the variable Acceptance of Self. While this was the only measure to show a statisically significant increase, in general, the teachers increased their scores on all measures of the variables under study. These results are so clearly in the direction hypothesized that we could take encouragement from these results. It would appear that we were having some effect on the teachers. The results clearly warrant further investigation to ascertain just what aspects of the Project (e.g. the framework, the contact with the Project staff, the opportunity to work closely with children, etc.) were most influential.

> Question 3: What were the effects on the students of the teachers' efforts?

Part Two of this chapter showed that in the area of academic achievement almost half of the underachieving students were able to increase their yearly GPA during the year when they worked with the Project teachers. With the analyses we have performed it is difficult to say that these changes were directly the result of the intervention of the Project teachers. We can only report that they occurred. It is not unreasonable to argue, however, that under non-intervention most of these students would have continued to get poor grades and even drop out of school. This argument is based on the history of such cases both in the Neenah school district and high schools in general.

Our analysis of the data gathered on the dependent variables revealed that the Group 1 students changed significantly in a positive direction on measures of these variables. The Group 2 students showed no such significant increase.

From these findings we conclude that the students who continued to work with the teachers longest showed the greatest gains. From this evidence we concluded that the teachers were having an impact on this group of students. That is, the teachers did have a positive effect on these underachieving students. A final measure of the Project's success was voiced by the students — "They're listening."

PART SIX: SOME GENERAL CONCLUSIONS

Our report is already much longer than we had originally planned. Yet we cannot end without drawing together some of the insights and ideas which have resulted from our experiences. We propose to present these as clearly but as briefly as we are able. It is our hope that our brevity will not prove to be an obstacle to our readers' understanding.

Was all the effort worth the results? In our opinion the answer is clearly, yes. There may be those who question the objectivity of our answer as being overly affected by the amount and extent of the efforts we gave to the Project rather than by the significance of the results. We dismiss this view out of hand as a naive response of one who has not taken the time to read the report. The value of any such experience as this is not alone in its successes but also in its failures. We have learned from both and both have been presented in the report. In what follows we will continue to include both.

Among the several encouraging outcomes is the concern we found among many teachers for the young people they were trying to help. Many teachers showed us they cared deeply about their students. A superficial view may lead us to conclude otherwise. Teachers are frequently overwhelmed by the demands on their abilities, skills and time. This is especially true of high school teachers. One major problem for them is the number of students they must try to relate to in the course of a single day. As long as subject matter and not learning dictates the organizational structure of our high schools we will continue to have 140 to 170 students going in and out of a teacher's classroom on some fixed time schedule. The problem needs more amplification than we can offer at this time. It is sufficient that we realize that the way most high schools are now organized there is very little a caring teacher can do for the majority of students that parade before him day after day.

There are some positive conditions that can be rescued from this situation. Willing and caring teachers can find a few minutes here and there to talk with a limited number of students who are having difficulties. Our study showed this to be possible. We found from our experiences with teachers who had returned to do graduate study that teachers wanted to help students, but that they did not know how to go about it. Even when they had information they did not know much of its meaning nor did they know what to do with it. They were unable to put it together to get a picture of the student's difficulty. Our clinical evidence supported our initial understandings.

We found some teachers reluctant to approach students other than through traditional roles of task-setting, instructing and evaluating.

With some of these teachers we found their reluctance was rooted in a powerful sense of inadequacy. They were very much concerned that they would not be able to handle what they believed would flow out were they to give the student a chance to tell about his problems. teachers have professionally sanctioned means to avoid such encounters: teachers should not invade the private lives of their students; Teachers may get involved in legal difficulties. So the student flounders in his problem unhelped by the adult in a position to extend a hand.

We have never proposed the teacher become a psychotherapist. This misrepresentation is too often intended to divert the focus form the basic issue. The basic issue is that teachers are there to help students learn. If school-related problems interfere with learning the teacher should be viewed as being responsible in helping students overcome these difficulties so that they may go on to learn.

Some teachers resist this responsibility. We learned that some of this resistance was based on the concerns perhaps even fears of the teachers to learn something about themselves they could not accept or would find repulsive. Our position has been that teachers need to understand themselves more adequately if they are to help others. There are two reasons why personal understanding is required. Some people appear to have a fear that they may discover something about themselves which is negative and unacceptable. Such people appear to resist any form of interpersonal relations which examines psychosocial relations. These people as teachers must remain distant, closed and even cold in their relations with students. There is no need to document that such attitudes interfere with constructive problem-solving relations between teachers and students. Our experience has shown that teachers who are helped to understand themselves more realistically become warmer, accepting and attractive teachers.

The second reason is obvious. By the teachers coming to understand themselves they more correctly determine the influence they may possibly have on interpersonal transactions. Teachers may be putting certain conditions into a situation which make it difficult for some students to move to a positive resolution of their problems. When the teachers know that they may be doing this they can act with understanding to remove these negative conditions.

We reported in Part Five of this chapter that about half of the underachievers improved their grades. The increase may be the result of the attention teachers gave the students and have little or nothing to do with the framework we helped the teachers to learn. This would seem to be a valid criticism of the Project. Although this point appears totally reasonable it must be viewed with other conditions taken into account. It would be difficult to dispute as a general pattern that had we not had the Project many of these students would have continued doing poorly or would have even dropped out of school. That is the general pattern. About half improved their grades and only one dropped out of school. Why would the teachers not have acted on their own to give the needed attention were the Project not to have been realized? That is the central question. It is our position, and there is much evidence to support it, that the teachers could not relate to the difficulties the students were experiencing other than on a rule-setting and work-expectation basis. Teachers lacked a psychosocial framework by which to understand the focal problems the students were experiencing in the context of their schooling. Helping the teachers to develop a psychosocial framework made it more likely that they could interact with their students in a more understanding and positive manner. That is the point that is overlooked when we focus only on the attention as the explanation for change. Without an understanding of the psychosocial aspects of situations the teachers generally would not have ventured to relate to the students in order to help them with basic aspects of their difficulties. That is, the framework we taught the teachers enabled them to relate meaningfully to their students. Observational and interview data support this explanation. With the security of knowing more about themselves and their students the teachers were then willing to help their students with their school-related difficulties.

There is sufficient evidence that the majority of the teachers understood the epigenetic theory sufficiently to apply it to the lives of their students. This aspect of the Project had been well planned and successfully achieved. We had, however, not realized that the teachers may not have had the skills to conduct conferences, observe carefully and accurately record their observations. Almost every one of the teachers was markedly weak on each of these skills. We had to quickly set up training programs to help them develop these needed skills.

We should not have been surprised at what we had discovered. These skills are generally not part of a teacher's education. The necessity for these skills must be painfully obvious. If teachers are going to help students in difficulty they must be able to talk with students, observe their behavior and, through recorded observations, come to some testable conjectures of the students' difficulties. A large part of helping is diagnosis. Programs such as are suggested in the book, Reaching Out, are helpful in teacher education. Their shortcoming is that they provide no conceptual framework for the skills such programs develop. On the other hand, a conceptual framework needs programming skills. One without the other offers only half the program. Much more attention should have been given in the Project in developing program skills.

The data showed on almost all measures a drop in the mean scores from T_2 to T_3 for the Project teachers. We gave this a good deal of thought. For those who are quick to judge teachers the obvious explanation is that the teachers were not being supervised and, therefore, did not work as hard. This may be the case but it is certainly a negative view of teachers. There is another view, however, which should be examined. There is need for feedback, constructive criticism and suggestive questioning for any project one may undertake. We failed to set up such a mechanism in the Spring semester. It is difficult and sometimes impossible to operate in isolation. There were clear indications that this is what occurred.

The teachers' lounge is an informal forum and a place to retreat from the difficult and sometimes impossible situations they find themselves in with their students. But this is not what is needed. Teachers need a sense of togetherness where both successes and failures can be examined with insight and constructive acceptance.

We began to see very early in the Project that teachers were looking for rules and principles. Obviously they had been conditioned to do so by their education. When we introduced the idea of a model we found it was quite foreign to their way of thinking. The search for principles and rules may be the only way to go if you have not been helped to develop conceptual frameworks. From our investigations few teacher education programs attempt to teach conceptual frameworks.

Principles are unidimensional and are insensitive to the dynamics of idiographic conditions. "Be warm and accepting to a student and this will help him to relax and learn." This may be one of the most disruptive approaches to make towards some children who have been hurt by people who initially appeared as warm and accepting. There are some children who are threatened when asked to trust. What is left when the principle fails? A model, on the other hand, sets out interrelationships among conditions and provides explanations which can be tested.

The teachers appeared to be strangers to the idea of models and their use. The Project had not been designed to help the teachers examine the idea of models other than the epigenetic framework as a model. Since there was not sufficient time to deal with the more general issue of models over and against principles, we directed our attention only to the value of the epigenetic model. We tried to move the teachers away from seeking for and relying upon principles. Were we to do this Project over we would more directly attack the issue.

Let us talk for a moment about psychosocial moratorium. Erikson proposes that during adolescence young people declare a moratorium on their identity. This decision (largely unconscious) has many positive and potentially constructive outcomes for young people and for society. The moratorium gives youth a chance to explore before they settle on an identity. We found teachers trying, sometimes desperately, to fix identities for the young people who they were attempting to help. The teachers were doing this without knowledge of what was involved other than that society demands that young people decide upon and adopt a work role. The teachers' responsibility was clear. You better help students to decide, and the sooner the better. The Project staff had a difficult time helping some teachers to examine this position.

It was not that we were opposed to having the students find out who they were, but to help the teachers to encourage these young people to explore before they decided. The teachers should help their students to experience a wide range of opportunities. To settle the question of identiy too quickly results in a restricted and narrow definition of who one is and the whole idea of experimentation becomes frightening in the years to follow. If school is the place to grow and to develop one's potentialities we found it, in reality, to be limiting and restrictive. Teachers must come to see the meaning and the potential good,schooling can make of the moratorium period.

A word about where we had hoped to go after this Project is certainly in order. After having demonstrated that teachers can understand and employ ego psychology we had planned to set up a core of teachers from grade one through grade twelve. They would take as the conceptual framework for their instruction and programming the epigenetic framework. We can not possibly go into a description of our ideas at this time. Once we have been able to demonstrate teachers can make significant use of ego psychology we could then go on to propose that a group of teachers could then be employed as a program unit to establish a school structured in large part on the epigenetic framework. We are now ready to take the next step.

FOOTNOTES

CHAPTER ONE:

[1] Such popular magazines as *Time* and *Newsweek* carry cover articles on the issue. There are frequent articles and letters to the editor which deal with the failure of teachers to teach even the basic skills.
Newsweek, December 8, 1975. pp. 58-65.

[2] Lortie, D. C., the balance of control and autonomy in elementary school teaching in *Semi-Professions and Their Organization*, ed. A. Etzioni, New York: Free Press, 1969, pp. 1-53.

[3] Lortie, Dan C. *Schoolteacher; A Sociological Study*, Chicago: University of Chicago Press, 1975, p. 89.

[4] Ibid. pp. 26-54.

[5] Koerner's book was written in 1965 but his complaint is still being voiced in such books as:
Jackson, P. *Life in Classrooms*, New York: Holt, Rinehart & Winston, 1968.
Silberman, C. E., *Crisis in the Classroom*, New York: Random House, 1970.

[6] Morrison, A. and McIntyre, D. *Teachers and Teaching*, Baltimore: Penquin Books, 1969, pp. 42-74.

[7] Charters, W. W. Jr. The social background of teaching, in *Handbook of Research & Teaching*, ed. N. L. Gage, Chicago: Rand McNally, 1970, pp. 715-813.

[8] Koerner, op. cit., p. 56.

[9] Boyd, R. D. and R. N. Koskela, A test of Erikson's theory of ego-stage development by means of a self-report instrument, *Journal of Experimental Education*, 1970, 38 (4), 1-1A.

[10] Method courses are frequently designed within the framework of how to teach specific items within a given content without directly relating these to learning and instructional frameworks. They are "how to do it" courses. The more thoughtful courses are structured on principles but the principles are frequently insensitive to the ideographic dimension of the classroom. The principles are eclectic. In most cases their authors have not perceived the need to have an integrative set of frameworks.

[11] Rapaport, David, The structure of psychoanalytic theory: a systematizing attempt, in *Psychology: A Study of a Science*, ed. Sigmund Koch, New York: McGraw Hill Book Co., 1959, pp. 55-183.

FOOTNOTES (Continued)

CHAPTER TWO:

[1] A word should be said about our reorganizations. We, of course, could not reorganize the group prior to the workshop. We planned to make these reorganizations the afternoon prior to the day of the activity and the reorganizations would be made according to individual need and according to compatibility among participants and staff.

[2] Although this was a very specific case of planned flexibility we were quite aware of the fact that changes in our schedule might have to be made at any time. We didn't believe there to be anything sacred about the schedule as it was planned, and we would be quite willing to change any part of it if a better activity or direction became evident.

[3] See Carl Popper, Conjecture and Refutation: The Growth of Scientific Knowledge.

[4] The youth form of the S.D.Q. contains statements from ego-stages I through VI only.

[5] We have developed a computer program which automatically scores and draws profiles from the S.D.Q. results.

[6] We could expect that the new knowledge and new insights gained over the two weeks would have a positive effect upon their relationships with their students.

CHAPTER FIVE:

[1] Carl Rogers, Freedom to Learn, Columbus, Ohio: Charles E. Merrill, 1969.

[2] Campbell, et al., Unobtrusive Measures, Chicago: Rand McNally & Co., 1973.

[3] Vernon J. Damm, "Overall Measures of Self Actualization Derived From the Personal Orientation Inventory," Educational and Psychological Measurement, 1969, 29, 977-981.

[4] Everett L. Shostrom, Manual for the Personal Orientation Inventory, San Diego, Calif.: Educational and Industrial Testing Service, 1969.

[5] R. L. Ilardi & W. T. May, "A Reliability Study of Shostrom's Personal Orientation Inventory," Journal of Humanistic Psychology, 1969, 68-72.

[6] Ibid., p. 71

[7] Everett L. Shostrom, "An Inventory for the Measurement of Self-Actualization," Educational and Psychological Measurement, Vol. XXIV, No. 2, 1964.

CHAPTER FIVE (Continued)

[8] E. L. Shostrom & R. R. Knapp, "The Relationship of a Measure of Self-Actualization (POI) to a Measure of Pathology and to Therapuetic Growth," American Journal of Psychotherapy, 1966, 20, 193-202.

[9] R. R. Knapp, "Relationship of a Measure of Self-Actualization to Neuroticism and Extraversion," Journal of Consulting Psychology, 1965, 29, 168-172.

[10] H. M. Dandes, "Psychological Health and Teaching Effectiveness," Journal of Teacher Education, 1966, 17, 301-306.

[11] Ibid., p. 305.

[12] M. E. Murray, "An Exploration of the Relationship of Self-Actualization to Teacher Success," unpublished masters thesis, Pennsylvania State University, 1966.

[13] Ruth C. Wylie, The Self Concept, Lincoln: University of Nebraska Press, 1974.

[14] Robert E. Bills, "A Validation of Changes in Scores on the Index of Adjustment and Values as Measures of Changes in Emotionality," Journal of Consulting Psychology, Vol. 17, No. 2, 135-138.

[15] J. K. Duncan and John B. Hough, "Technical Review of the Teaching Situation Reactions Test," College of Education, The Ohio State University, 1966, (Mimeographed) p. 9.

[16] Ibid., p. 5.

[17] Ibid.

[18] Wylie, The Self Concept, pp. 171-174.

[19] Ibid.

[20] Stanley Coopersmith, "Relationship Between Self-Esteem and Sensory (Perceptual) Constancy," Journal of Abnormal and Social Psychology, 1964, Vol. 68, No. 2, 217-221.

[21] Wylie, The Self-Concept, pp. 171-174.

[22] Virginia C. Crandall, et al., "Children's Beliefs in Their Own Control of Reinforcements in Intellectual-Academic Achievement Situations," Child Development, 36:643-661, 1962.

[23] Wylie, The Self-Concept.

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Jones, Richard M., Fantasy and Feeling in Education, New York: Harper and Row, 1968.

APPENDICES

ANALYZING CASE STUDIES

1. Read the entire case study without marking it.

2. Jot down a general impression in ego-stage terms of the student.

3. Go back and underscore the very clear aspects of ego-stages in the material. Identify the classifications in the margin and write on the note page your explanation for the classification. When an entire piece of material, that is several lines of text, points to one or more classification, bracket the material and in the margin note the ego-stage or stages. Make sure there is an explanation on the note page for this classified material.

4. Reassess your underscored text with your original written impressions.

5. Examine material which you think to be informative but could not be specified in the initial readings. Relate this material where possible to the underscored material. Circle this material and above it write the number of the line or lines which contain related material. Write the most likely classifications in the margin and follow it (then) with a question mark.

   In using numbers above circled material employ the following notation e.g.

   (3-5,10;)

   page following numbers up to the colon are lines on that page

   If there are two more more pieces of information or underscored material on any line we employ the lower case alphabet to designate the material e.g.

   line 5

   5a — He has few friends. 5b — He argues for his point of view.

   On the note page identify the positive or negative aspect of the material that is underscored.

   As you read the material you may have certain ideas occur to you which may appear rather shaky so far as evidence is concerned. Nevertheless, note these on your note page and indicate the nature of your observation; that is, this interpretation should not be given to the teachers unless much more material becomes evident.

6. Make sure you identify the specific ego-stage and the other ego-stages which underlie the data. For example, a particular set of material may indicate identity but it is clear that the problem being experienced in identity relates to problems of trust and autonomy.

   Use the following notation:

   e.g. V (II and I)

7. When a previous ego-stage is most clearly specified yet it is pointing to the later stage you should indicate the relationship as follows:

   e.g. II → V

8. If an ego-stage which is clearly identifiable indicates problems for a future ego-stage mark this as follows:

   e.g. V > VI

Appendix B

RECORDING ANALYSIS OF EGO-STAGE CARDS

Take each card and classify it into an ego stage. State your reason for your classification in the space provided.

☐ Card Number

☐ Card Number

☐ Card Number

DAILY recording page of observation on student Appendix C

Teacher ____________ Student ____________ Date ____________ Hour ____________ Page ____________

1 ____________

2 ____________

3 ____________

4 ____________

5 ____________

6 ____________

7 ____________

8 ____________

9 ____________

10 ____________

11 ____________

12 ____________

13 ____________

14 ____________

15 ____________

16 ____________

17 ____________

18 ____________

19 ____________

20 ____________

21 ____________

22 ____________

23 ____________

24 ____________

25 ____________

26 ____________

Appendix D

ANALYSIS PAGE OF THE LOG OF OBSERVATIONS ON STUDENTS

ANALYSIS	INSTRUCTION

Appendix E

INTERVIEW QUESTIONS IN SEQUENCE

The following symbols to the left of each question indicate what variable is being explored by the question:

S = Self-Regard
A = Acceptance of Responsibility
R = Nature of the Relationship with the Teacher
I = Information (not directly related to any variable)

1. I How did school go for you last semester?

*** If the student does not volunteer his grades, ask question 2; if he/she does give a full account of their grades, go on to question 3.

2. I What grades did you get last semester?
3. A Do you think your teachers graded you fairly? If not, why didn't they?
4. A How much effort did you put in toward getting better grades?
5. A,S Why did you put in the amount of effort you did?
6. S How do you feel about getting the grades you did?
7. S How do you think your teachers, parents and friends feel about the grades you got?
8. S How do you feel about the way your teachers, parents and friends feel about the grades you got?
9. I What were your grades like last year?
10. S How did you feel about them?
11. I,S How do you think your grades this past semester compare with your grades last year?
12. S At this time, do you feel differently about the grades you got last semester and those you got last year? Explain.
13. S,A Is it important for you to get better grades?
14. A What would you have to do to get better grades?
15. A,I Is there anything that is stopping you from doing better in school?
16. I. What kind of grades do the people you hang around with get?

17. S Do you get along with people (friends and others) better now than you did last year?

18. R,I What was it like working with Mr./Mrs. __________ last summer?

19. R,A What do you think he/she was trying to accomplish with you?

20. R How did you feel about him/her trying to do that?

21. R What do you think was Mr./Mrs. _______'s attitude toward you?

22. R,A How did you feel about that attitude?

23. R,A What was your attitude toward Mr./Mrs. ___________?

24. R What were the conferences like between you and Mr./Mrs. _______? What did you like or dislike about them?

25. R How did you act in the conferences?

26. S How do you feel about the way you acted in them?

27. R,A Do you think working with Mr./Mrs. ________ helped you in any way? Did it help you improve your grades?

28. I,A Does Mr./Mrs. ________ have a certain reputation around the sch school? What do most of your friends think about Mr./Mrs. __________?

29. A Did your friends know you were working with Mr./Mrs. ________? What did they think of that?

30. A,S Did you worry about what your friends would think about your working with Mr./Mrs. _________?

31. S,A Why do you think Mr./Mrs. _________ wanted to work with you?

32. S How do you feel about yourself as a student now?

33. R,A Did working with Mr./Mrs. _______ help you feel better about yourself as a student than you did before? Did it make you feel worse?

34. S What do you most feel good about, about yourself, right now?

If there is time, you might want to re-ask a question you feel uncomfortable about. In any case convey our thanks and appreciation to the student.